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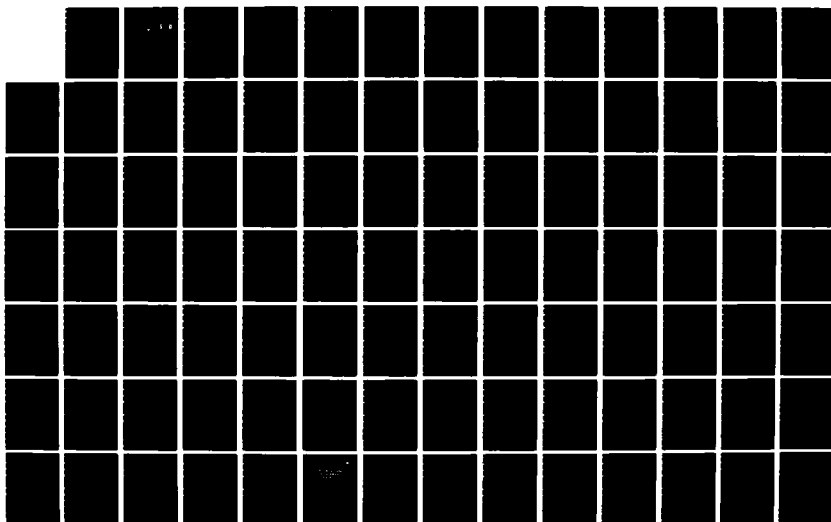
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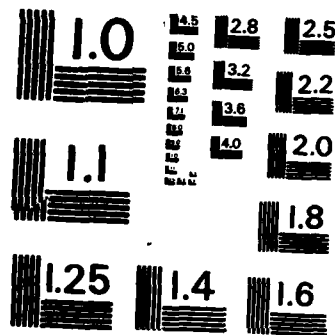
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# AIR COMMAND AND STAFF COLLEGE

## STUDENT REPORT

COMPARATIVE ANALYSIS OF COMBAT  
ATTITUDES OF AIR FORCE  
ADMINISTRATIVE PERSONNEL

MAJOR STEPHEN S. LERUM 86-1535

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**REPORT NUMBER** 86-1535

**TITLE** COMPARATIVE ANALYSIS OF COMBAT ATTITUDES  
OF AIR FORCE ADMINISTRATIVE PERSONNEL

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Submitted to the faculty in partial fulfillment of  
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## PREFACE

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Since 1982, the Air Force's Leadership and Management Development Center (LMDC), using the Organizational Assessment Package (OAP) and the Combat Attitude Survey (CAS), has measured and analyzed the perceptions of potential for combat effectiveness of Air Force personnel. However, in October 1986, much of LMDC's current research function will be terminated and the extensive data base transferred to the Air Force Human Resources Laboratory, Brooks AFB, Texas. This will mean the data base will be less readily available for research and possibly will not remain up-to-date and diverse.

There are no empirical studies specifically addressing the perceptions of administrative career field personnel of their ability to provide support during a combat situation. Also, the Air Force Director of Administration has instituted several programs over the past two years designed to improve the image of the Air Force's most diverse and largest career field. For these reasons, the demographic and attitudinal information obtained from the OAP and CAS could provide Air Force leadership and functional managers with a current state of the career field.

This report follows the format required by LMDC, which is based on the Publication Manual of the American Psychologist Association.



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Major Stephen S. Lerum received his commission in 1971 through the AFROTC program at the University of Montana and was awarded a Bachelor of Science degree in Business Management. He also holds a Master of Business Administration, with a major in Management Science, from the University of Colorado. Having spent most of his career in administrative and executive support positions, his base and intermediate headquarters assignments include: Executive Officer, AF Civil Engineering School, Wright-Patterson AFB, OH; Base Administrative Officer at Goose Bay, Labrador, Canada, and Iraklion Air Station, Crete, Greece; Executive Officer to the Vice Commander, HQ 15 AF, March AFB, CA; Chief, Operations and Support Division, National Defense University, Washington, DC; and Chief, Command Personnel Division and Headquarters Squadron Section Commander, 1947 HSG, Pentagon. He graduated as an AFIT Distinguished Graduate from the University of Colorado and was selected to the honorary fraternity of Sigma Iota Epsilon. Major Lerum selected as the AF Security Service Administrative Officer of the Year for 1977. In the PME area, Major Lerum has completed SOS, ACSC by seminar, and the National Security Management course.



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## EXECUTIVE SUMMARY

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**REPORT NUMBER** 86-1535

**AUTHOR(S)** MAJOR STEPHEN S. LERUM, USAF

**TITLE** COMPARATIVE ANALYSIS OF COMBAT ATTITUDES  
OF ADMINISTRATIVE PERSONNEL

I. Problem Statement: Are there significant differences between the combat attitudes of officers, enlisted personnel, and civilian personnel in the Administrative Career Field and those of corresponding personnel in other Air Force career fields?

II. Background: The Administrative Career Field, with its 60,000 personnel, is the largest career field in the Air Force. It is also among the most diverse with personnel providing several different support functions to virtually every organizational level. However, administration is traditionally viewed as a career area that is far removed from the Air Force's "fly and fight" mission. For this and other reasons, this career field is not considered very prestigious, particularly among the officer corps. Little is known about the corporate body of personnel which make up the Administrative Career Field. This is particularly true for knowing the administrative personnel's feelings on how they and their units will perform in a combat environment. With current US global interests and the Air Force's emphasis on mobility and readiness, the personnel in the Administrative Career Field can expect to be involved in the combat arena. Career field functional managers and senior Air Force leaders should be aware of combat attitudes for all personnel, including those in the administrative career field.

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Leaders should also understand the impact these attitudes might have on combat effectiveness and readiness, and be willing to take action to capitalize on attitudinal strengths and improve areas which are weak.

### III. Objectives:

1. Review organizational behavior literature and past Leadership and Management Development Center (LMDC) research to determine what previous researchers have concluded about the combat and work attitudes of administrative personnel and whether there are hypothesized or confirmed attitudinal differences between administrative personnel and other Air Force personnel.

2. Analyze and compare the demographic characteristics and attitudinal perceptions of combat effectiveness for administrative personnel with those of all other personnel for whom LMDC has responses on the Organizational Assessment Package (OAP) and Combat Attitude (CAS) surveys.

3. Develop recommendations for the Administrative Career Field leaders and functional managers to capitalize on the career field strengths and address the weaknesses.

IV. Methodology: In its management consultation process, LMDC uses the OAP and CAS to measure the perceptions of Air Force personnel assigned to units with a direct combat mission. LMDC's Potential for Combat Effectiveness Model uses some of the survey data to measure the potential for combat effectiveness for the personnel of those units. The model focuses on four human behavioral areas which directly impact on a unit's ability to perform its mission: Cohesion, Morale, Combat Motivation, and Leadership. Based on the Potential for Combat Effectiveness Model, the present research compares responses of the personnel in the Administrative Career Field with those of personnel in all other career fields. Using the t-test statistical procedures, this model helps determine areas where attitudes of administrative personnel in each personnel category (officers, enlisted, civilian) differ from corresponding attitudes of personnel in other career fields (i.e., the "data base") at the 95 percent confidence level.

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V. Findings: In the demographic comparisons, the personnel of the Administrative Career Field are generally younger than their Air Force counterparts but with considerably more supervisory experience for officers and enlisted personnel. There are also greater percentages of minorities within the Administrative Career Field as compared to the remainder of the data base. In the attitudinal comparisons, administrative officers, enlisted personnel, and civilian personnel did not significantly differ from their data base counterparts on the overall Potential for Combat Effectiveness scores. However, in over half of the combat model sub-components, there were significant differences, mostly positive but a few negative, that warrant attention. For all personnel categories, the perceptions of Leadership were significantly higher for administrative personnel than for data base personnel. Also, for all three personnel categories, the administrative personnel's ratings for Organizational Climate were significantly higher than the data base's ratings. A more detailed review indicates that for more than 85% of the individual survey items which comprise the Organizational Climate sub-component, the perceptions of administrative personnel were higher. But on the negative side, enlisted and civilian administrative personnel were significantly lower in their perception of Combat Mental Set, which means that they were not as confident that they or their units will perform well in a combat environment. Administrative officers were significantly lower for both the Job Training and Pride sub-components.

VI. Conclusions: The findings of the present study clearly indicate that the combat attitudes within the Administrative Career Field are very healthy, with several strengths which should continue to aid any mission support endeavors. Specifically, perceptions of Leadership, considered by many behavioral scientists to be the most significant of the human factors to insure combat effectiveness, is a very important strength for the Administrative Career Field. Also, the high scores on Organizational Climate certainly indicate that the personnel have high morale and job satisfaction. The relatively lower ratings for the Combat Training and Combat Mental Set sub-components were not really unexpected due to the traditionally perceived distance between the administrative

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functions and the operational mission elements. Also, unit exercises do not incorporate situations to test and prepare administrative personnel for possible combat-related support requirements. The significantly lower perception of Pride for administrative officers, compared to other officers, is the most serious finding. This perception may affect not only the potential for combat effectiveness, but may also have a daily impact on those officers' job performance, units, personnel, and families. Finally, over the past two years, the USAF Director of Administration has initiated several new programs designed to enhance the image of the personnel assigned to the Administrative Career Field. The impact of these programs on this research is not clear; however, they should help the image and confidence of the personnel in the Administrative Career Field.

VII. Recommendations: Senior Air Force leadership and Administrative Career Field functional managers should use the results of this research to further strengthen the Administrative Career Field and enhance its personnel's potential for combat effectiveness. Specifically, current programs designed to enhance the self-image and performance of administrative personnel should be continued. Also, new initiatives and programs are needed to firmly convince the personnel in the Administrative Career Field that they have a positive impact on their units' operational mission. Special attention should be given to the problem administrative officers have with pride; current programs maybe helping, but more is needed. Finally, special emphasis is needed to insure that realistic combat-related situations for administrative functions are tested and practiced during exercises.

## Chapter One

### INTRODUCTION

Colonel G. Mokrousov, of the Soviet Army, describes what he considers "a serious deficiency in exercises--a lack of realism in terms of logistics, engineering, medical, and other 'combat support' aspects of battle" (1984, p. 5). This quote comes from a Soviet Ministry of Defense article summarized in a recent Air Force Journal of Logistics. The article highlights a serious problem facing any military force preparing for combat. An even more serious problem is to disregard the role human concerns play in combat effectiveness. History provides numerous examples of superior forces being defeated by smaller forces whose strengths lay in unit cohesion and morale and not in numbers. The Air Force has combined the measuring of several of these human aspects of combat into an overall index of "combat attitude," which is just as appropriate for support personnel as for those actually fighting. The topic of this report is the combat attitudes of personnel in the Air Force's administrative career field, one of the "other support" functions to which Colonel Mokrousov referred.

For centuries, military leaders have sensed that intangible factors (i.e., motivation, morale, leadership, and cohesion)



directly impact a soldier's combat effectiveness. This awareness is very clear, even in early military writings. Xenophon, a Greek mercenary, believed that it was not the army's numerical superiority which brought victory: "Whichever army goes into battle stronger in soul, their enemies generally cannot withstand them" (Kellett, 1982, p. 3). In modern times, studies involving the psychological aspects of combat effectiveness (i.e., willingness to fight, motivation, and morale) began after World War I. However, this area of research never really boomed until after World War II. The end of the Vietnam War and the advent of the all volunteer military led to even greater interest in combat effectiveness.

A great deal of the research on combat attitudes has been conducted by the military services themselves. For example, the Army has been "gathering data on soldiers' perceptions of various aspects of the command climate" since 1975 through their annual Soldiers Report (1984, p. i). Most of these studies have been limited to the combat effectiveness of the Army's combat arms personnel while personnel assigned support duties have been largely neglected. As Sorley (1980) points out, a number of non-combatant factors help determine a military unit's ability to accomplish its mission. Therefore, it seems not only appropriate but necessary that studies concerning these non-combatant factors be conducted--thus the impetus behind the present research focusing on the administrative career field.

The administrative career field warrants in-depth study, if

only because of its diverse responsibility and size. In fact, it is the Air Force's largest career field, based on January 1985 manning figures. It is unlikely that administrative personnel will face a Battle of the Bulge situation, where "cooks, clerks, and drivers soaked up the attack of five German panzer armies" (Beaumont & Snyder, 1980, p. 33). However, in future combat zones, administrative personnel will perform many day-to-day functions (i.e., controlling of classified material, managing official and personnel postal functions, publishing orders and regulations, and providing printing and documentation support) which will be needed by operational forces to ensure mission accomplishment. With the various scenarios which may face US forces in Europe and the recent increased emphasis on mobility and rapid deployment forces, the will to perform in a hostile zone for administrative personnel is critically important. Attesting to the importance of this premise is that NATO held a special symposium in 1981 on the morale and motivation of military personnel whose jobs normally do not involve combat.

"It is impossible to prove that there is a serious problem with the American 'will' to fight. The definite answer to that question lies on some future battlefield" (Hauser, 1980, p. 209). Rather than wait for the answer on the battlefield, the Air Force's Leadership and Management Development Center (LMDC) developed the Combat Attitude Survey (CAS) in an effort to gain some insight into "will to fight" before the fighting begins. The primary purpose of the CAS is to measure the perceptions of

potential for combat effectiveness of Air Force personnel. One of the innovative aspects of the CAS is that a wide range of personnel, encompassing a broad spectrum of ranks and duties, have completed the survey. Therefore, attitudes of personnel from combat and non-combatant jobs can be compared and analyzed. Results of such studies can be useful to senior Air Force leadership in helping maintain our forces at the highest state of readiness. The present report is primarily concerned with CAS results on combat attitudes from a sample of Air Force personnel assigned to the administrative career field. Data from this study are presented using a combat effectiveness model developed by LMDC researchers and based on Waller's (1982) review of psychological components relevant to combat effectiveness. The model consists of four primary components: Cohesion, Morale, Combat Motivation, and Leadership. The model is explained in more detail in Chapter Two.

The purpose of this research report is three-fold. The first purpose is to determine if there are significant differences in the combat attitudes of officers, civilians, and enlisted personnel in the administrative career field as compared to those of personnel in corresponding categories in other Air Force career fields. The second is to analyze any statistically significant attitudinal differences between the above categories and explore those differences in light of previous combat attitude, combat effectiveness, and behavioral science studies. The last is to develop recommendations for administrative career

field leaders and functional managers on how to optimize the strengths of the career field and deal with the weaknesses.

The author selected this particular research subject for three reasons. The first was to learn the perceptions of personnel assigned to the same career field as the author. Secondly, since the author expects to continue working in the administrative career field, the combat attitude results should provide valuable insights for future use. Finally, this research was chosen because the current LMDC research function will be terminated later this year. Although the data base will be transferred to the Air Force Human Resources Laboratory, Brooks AFB, Texas, future data are not likely to be as readily available and diversified. Therefore, the author felt that the present research provided a most unique opportunity to gain valuable information while the data are current and readily available.

The present report is organized as follows. Chapter Two contains a literature review which presents various studies and findings on the subject of combat attitudes, how combat attitudes are measured, and the effect of combat attitudes on combat effectiveness. Next, Chapter Three describes the methodology used to obtain and analyze information to accomplish the research goals. Chapter Four contains the results of the analysis of combat attitude data for administrative personnel. Chapter Five is a discussion of the results in light of previous studies and the author's 14 years of experience in the administrative career field. Finally, Chapter Six contains conclusions and

recommendations on ways to enhance the ability of administrative career field personnel to more effectively provide support to the Air Force's "fly and fight" mission.

## Chapter Two

### LITERATURE REVIEW

This chapter provides a brief review of studies which explain the relationship between various human behavioral factors and combat effectiveness. Attention is given to specific psychosocial factors that have a direct impact on the combat effectiveness of military personnel. Marashian (1982) provides a good definition of these factors, while also adding emphasis to their importance, when he defines the human factors as:

Those factors that could psychologically affect a soldier's will to fight and significantly influence whether a unit is combat effective or not. Combat effectiveness of a unit was based on the sum effect of these factors on each of the soldiers within a particular unit. (p. 13)

All of the literature reviewed, including the analyses and conclusions, discussed only combat personnel. No studies were found which concentrated on military personnel in support fields in general, or the administrative career field in particular.

#### Historical Perspective

The use of surveys, scientific methodology, and behavioral science principles in the study of combat effectiveness did not appear until after World War II. Kellett (1982) summarizes the pre- and post-World War II periods of study:

During the First World War, psychologists were primarily involved in intelligence testing and personnel selection; not until the Second World War did they broaden their concern to include analysis of morale and attitude formation. It was hoped that, among other things, testing procedures would divert from combat assignments soldiers psychologically unsuited for battle. (p. 15)

Three developments or changes in the mid-twentieth century were directly responsible for the increased interest in the "will to fight" and other human factors. First, the sharp rise in technology for weapons, mobility, and communications dramatically changed the nature of war. Second, the character of war changed to include whole societies, mass armies which no longer fought in the trenches, and the beginning of guerrilla warfare. Finally, the emerging theories and concepts of sociology and psychiatry allowed for in-depth analysis of individual and group behavior (Beaumont & Snyder, 1980). The latter development provided the tools to allow for a more complete estimate of the potential for combat effectiveness of military personnel. Along with results of formal training exercises, numbers of personnel and weapons, and levels of operational maintenance, human factors could be incorporated into the potential for combat effectiveness evaluations.

Many of the first studies following World War II were monographs based on personal experience; however, by the end of the 1940's a number of substantial empirical studies appeared. One of the earliest to receive attention was the detailed record of the United States's World War II effort documented by Marshall in his 1947 book, Men Against Fire. Based on thousands of

personal interviews, he concluded that an army's spirit wins battles and that soldiers' performance is influenced by leadership, training, and morale. Later studies by Shils and Janowitz (1948) on the importance of cohesion in small military units more specifically discussed the real significance of intangible human factors from a sociologist's point of view. Kellett (1982) credits Stouffer, Suchman, DeVinney, Star, and Williams (1949) with conducting the most notable empirical study on motivation and the measurable group processes.

Following the Korean War there was renewed interest in the areas of "will to fight" and combat effectiveness. The "fighter factor" studies were designed to determine if "fighters" or "non-fighters" could be determined based on different variables like health, intelligence, and potential for leadership. One conclusion was that "the qualities of fighters are potentially measurable and give promise of the possibility of identifying fighters by appropriately developed tests" (Egbert, Meeland, Cline, Forgy, Spickler, and Brown, 1957, p. 77). Studies in the 1960's and 1970's centered around comparisons of management and leadership styles, the all volunteer military, and the stress factor in the nuclear age. However, virtually every author studying this area discusses some human or psychosocial factors which affect combat effectiveness. Therefore, the remainder of this chapter is dedicated to a discussion of four major psychological factors: Cohesion, Morale, Leadership, and Combat Motivation.



## Psychosocial Factors

### Cohesion

One of the best documented and important of the psychosocial factors is cohesion. For the purpose of this paper, a working definition of cohesion is the "bonding together of members of an organization or unit in such a way as to sustain their will and commitment to each other, their unit and the mission" (Johns, 1984, p. ix). Shils and Janowitz's (1948) in-depth study of the German World War II army's social organization, Cohesion and Disintegration in the Wehrmacht, determined that a key to the behavior of the soldiers was the interpersonal relationships within the soldiers' primary groups. Even though fighting against larger forces with superior weapons, the Germans' high degree of combat effectiveness and extremely low desertion rates were the result of "the steady satisfaction of certain primary personality demands afforded by the social organization of the army" (Shils & Janowitz, 1948, p. 281). Marshall (1948) stressed the importance of the primary group:

I hold it to be one of the simplest truths of war that the thing which enables an infantry soldier to keep going with his weapons is the near presence or the personal presence of a comrade. . . . he is sustained by his fellows. (p. 215)

He further concludes that the sense of community among five or six men in the same situation was the main factor determining combat effectiveness. There is no reason to believe that the historical relationship between unit cohesion and combat effectiveness will not continue (Jacobowitz, 1979). A

significant conclusion in Jacobowitz's study is that tactical land and air forces have the greatest need for cohesion due to the possibility of being called into instant combat in any unstable situation.

However, cohesion does not always ensure the organizational goals will be achieved or even pursued. Westbrook (1982) found that group cohesion, which is key for commitment to group goals, can also build resistance to organization goals. To support this viewpoint, Westbrook (1980) extracts the following from John Helmer's study on the American soldier in Vietnam:

Where primary-group solidarity existed, more often than not it served to foster and reinforce dissent from the goals of the military organization and to organize refusal to perform according to institutional norms.  
(p. 257)

### Morale

Morale, the second behavioral human factor affecting combat effectiveness, is not well understood, but most authors and successful leaders agree it is a powerful factor. Field Marshall Montgomery stated it well: "The morale of the soldiers is the greatest single factor in war" (Richardson, 1978, p. 21). In his study of Strategic Air Command's bomber force, Miller (1965) concluded that morale was the most exasperating and unpredictable factor of concern to the military. For the present research, morale is defined as the psychological state where the members of a group are generally satisfied with the surrounding environment that affects them and the group; furthermore, it is a state where they have a strong motivation to achieve the group's goals even

in times of crisis. It is difficult to find literature on leadership or combat effectiveness that does not include some mention of morale. In their study of measuring morale, Motovidlo and Borman (1976) found that:

Military units rated high on the morale scales were also rated high on overall effectiveness and low on frequency of low-morale activities like dissent, drug abuse, and destruction/sabotage. Members of units rated high on some of the morale scales were more likely to report high morale and intentions of reenlisting. (p. 177)

One of the big challenges for military leaders is to instill high morale in their people. Sorely (1979) is very critical of the Army's pervasive and deep-seated morale problems which directly hampered the Army's readiness and thus endanger national security. To resolve the Army's low morale problems, a recommendation was made to institute something similar to the British regimental system within the Army. The Army has an ongoing task force to study this and other suggestions. Several of the suggestions have been adopted; however, critics seriously doubt whether the expensive regimental system would improve the morale and esprit de corps of Army personnel (Phillips, 1982).

In Fighting Spirit, Richardson (1978) proposed that morale could be divided into three parts: individual morale, morale within small groups, and morale within the entire unit. It is the latter part, unit morale, which results from the interaction of tradition and esprit de corps. General Patton's Third Army in World War II possessed this kind of morale. It is also this kind of unit morale that Bishop (1977) calls "unit spirit" in his

article describing the model combat squadron during the Vietnam conflict.

The Air Force considers morale important and recognizes the impact of morale on combat readiness. Morale is the only human behavioral factor specifically addressed in the Air Force regulation on combat readiness reporting, AFR 55-15. This Air Force directive requires that commanders consider the subjective factor of morale when determining readiness status.

### Leadership

Leadership has been recognized for centuries as having a great impact on combat effectiveness of military personnel; however, there is no universally accepted list of skills or attributes which a successful leader must possess. Beaumont and Snyder (1980, p. 24) suggest thoughts on leadership changed dramatically at the end of World War II as "sociological and psychological thinking was being applied to military problem solving." It is interesting to note that only after the start of World War II did General Eisenhower direct that a course in military leadership be added at West Point. Whether a traditional leader, referred to as heroic fighter in many writings, or a behavioralist leader of the 1960's, a leader influences the group's morale, cohesion, and effectiveness. The authors of The American Soldier (Stouffer et al., 1949) describe one accepted view of the relationship between soldiers and their leaders:

The officer who commanded the personal respect and loyalty of his men could mobilize the full support of a

willing followership. . . . If, however, the officer had alienated his men, he had to rely primarily on coercion. (p. 263)

Even while many of the post-Korean War studies were still being conducted, the world environment was changing and so was the traditional description of the leader. The 1950s and 1960s brought technology changes, worldwide military operations, the atomic bomb, and recognition of space as a potential military arena.

Indeed, the old-fashioned garrison lifestyle and the separate worlds for military and civilians were gone forever. The new generation of personnel had new standards and were caught up in the debate of whether an officer was a leader or a manager (Janowitz, 1971). Huntington (1978) explains the changes in the modern officer by stating that officers became professionals, replacing the warriors of the past, and pursued a "higher calling" in the service of society. Additionally, Goldberg (1984) notes "preoccupation with management has only muddled the waters and done little to solve the problems or further the individual officer's ability to lead or manage" (p. 2). Military critics contend that the shift from leadership to management and from a moral commitment to a calculative orientation were the primary reasons for group cohesion breakdown in Vietnam. Moskos (Johns, 1984) sees it differently by concluding that the entire military has shifted from the traditional institutional model to the occupational model. He supports his position by describing the all-volunteer force, the periodic call for a salaried

military, and the similarity of jobs between the military and civilian job environment. Whatever the changing role of the leader, the fact remains that unit effectiveness will depend on the leader's ability to manage the unit, define the rules and procedures for appropriate behavior, perform as a model, teach skills, and provide support (Hoiberg, 1980).

#### Combat Motivation

Combat motivation, as called the "will to fight," is probably the least understood, but most significant, of the human behavioral factors affecting combat effectiveness. The classical "fighting factor" studies following the Korean War really did not define or measure the "will to fight." Wesbrook's (1980) study on disintegration reveals the collapse of military forces occurs when the "will to fight" is lost. He concludes that disintegration is unpredictable, happens very fast, and totally incapacitates those forces. Based on the experiences of American military personnel in the Vietnam War, Segal and Lengermann (1980) questions whether the American public has the "national will" or military personnel have the "will to fight" to allow the United States to fight for its national security. During the late 1970s one of the important questions was whether or not military personnel of the all-volunteer force would have the "will to fight" and become a viable combat force.

Hauser's (1980) in-depth study on why soldiers fight concludes they fight for only four reasons: submission, fear, loyalty, and pride. He also explores three questions: (a) Where

does the will to fight come from, (b) can the will to fight be measured, and (c) can the will to fight be acquired or instilled. The interested reader may wish to review Hauser's The Will to Fight, in which he concludes, "The Army's inability to measure its own morale-psychological readiness appears to be matched by an inability to take the measures necessary to improve its situation" (1980, p. 188).

#### Summary

As stated before, no articles or studies were found which specifically address the impact on combat effectiveness of these four human factors for administrative personnel. Several authors made reference to non-combatants and personnel providing support functions to operational units. In their study of the military as a "sense of calling," Segal and Lengermann "did not find any difference between combat and non-combat personnel" (1980, p. 166). An attitudinal assessment of military students at Air University in 1981 concluded "officers with support AFSCs showed a higher 'sense of honor' than officers with operational AFSCs" (Bonen, 1981, p. viii). Also, the same study concluded that officers in support career fields identified themselves more with the Air Force officer corps, compared to the officers from operational career fields who identified more with members of their own career field. In Caldwell's (1984) study on the impact on combat readiness, strengths, and weaknesses of the Air Force's augmentation programs, he found the personnel from the "soft core" fields, including administration, are being hurt by the

poor management of the program and the lack of quality training. But, these very few findings do not really provide much basis for developing hypotheses for the present research focusing on the administrative career field.

The lack of previous work does not imply there is an expectation that the perceptions of combat effectiveness for administrative personnel are comparable to those of their counterparts. To the contrary, given the large size and unique perspectives of the administrative career field, it is quite likely that administrative personnel's attitudes differ from those of other personnel in at least some aspects of the Potential for Combat Effectiveness Model. This model will be discussed in more detail in the next chapter. The present research seeks to identify these differences, analyze them, and provide senior Air Force leadership and functional area managers with conclusions and recommendations to capitalize on the administrative career field's strengths and improve on the weaknesses.



## Chapter Three

### METHOD

This chapter presents the methods used to gather and analyze the data for the present research. It describes the instruments and the data collection method, identifies the subject personnel, and outlines the statistical techniques for data analysis.

#### Instrumentation

The Leadership and Management Development Center (LMDC) uses the Organizational Assessment Package (OAP), the Combat Attitude Survey (CAS) and the Potential for Combat Effectiveness Model as primary tools to support its mission of

1. providing consultative services to Air Force commanders;
2. providing leadership and management training to Air Force personnel in their work environment; and
3. performing research on Air Force systemic issues using information in the LMDC data base.

#### Organizational Assessment Package

The OAP is a 109-item survey (Appendix C), designed jointly by the Air Force Human Resources Laboratory and LMDC. The survey consists of 16 demographic items and 93 attitudinal items. The OAP is divided into seven sections: background information, job inventory, job desires, supervision, work group effectiveness,

organization climate, and job related satisfaction. For each survey question or statement, participants respond using a 7-point scale. Generally, a response of "1" indicates strong disagreement or dissatisfaction with the question or statement while a "7" indicates strong agreement or satisfaction. Documentation of the factor analysis results during OAP development is provided in Hendrix and Halverson (1979a, 1979b). Short and Hamilton (1981) conducted a factor by factor assessment of the reliability of the OAP and found that it showed "generally acceptable to excellent reliability for the primary factors," and "that they were reliable enough for collection of Air Force systemic data" (p. 27). After 2 years of field use, the validity of the OAP was re-examined by Hightower and Short (1982). Their findings also support the use of the OAP as a data gathering instrument.

#### Combat Attitude Survey

The CAS is a 70-item survey (Appendix D) designed by LMDC in early 1982. While the OAP measures demographic and general organizational areas, the CAS measures additional general organizational areas and addresses the areas of combat and preparation for combat. Unlike the OAP, there are few supporting studies concerning the reliability of the CAS. However, preliminary indicators are that the survey is reliable and valid.

#### Potential for Combat Effectiveness Model

The combat effectiveness model, developed by LMDC based on Waller's (1982) review of psychosocial components and combat

effectiveness, combines portions of the OAP with the CAS. A follow-on study by Brown (1985) describes a review and reconstruction process of the model incorporating a four-step statistical process. The model measures the perceptions of potential for combat effectiveness of Air Force personnel. The four components of the model are Cohesion, Morale, Combat Motivation, and Leadership. (For the sake of clarity, the four components and seven sub-components will be capitalized throughout this report.) The components of Morale and Combat Motivation are divided into four and three sub-components respectively. See Figure 1 for a schematic diagram of the model. Appendix E contains a list of the specific OAP and CAS survey items supporting each sub-component.

Cohesion is defined as the "bonding together of members of an organization or unit in such a way as to sustain their will and commitment to each other, their unit, and the mission" (Johns, 1984, p. ix). Specific Cohesion items include group morale and loyalty, mutual trust, and satisfaction with co-worker relationships. Morale is a measure of satisfaction across the whole life environment including family, work, and play. Specific items include a feeling of helpfulness, job security, good work climate where the organization cares for its employees and recognizes outstanding performance, self pride, and satisfactory job training. Combat Motivation, or measuring the "will to fight," is based on being responsible to the unit, adjusting to the military life, attitudes on war and combat, and

the extent training and exercises enhance member's skills and increase combat readiness. Leadership is "influencing human behavior so as to accomplish a mission in the manner desired by the leader" (Hayes & Thomas, 1984, p. 13). Items which help assess the quality of leadership include encouragement of team work, establishment of work procedures, providing proper training, and asking for employees' inputs.

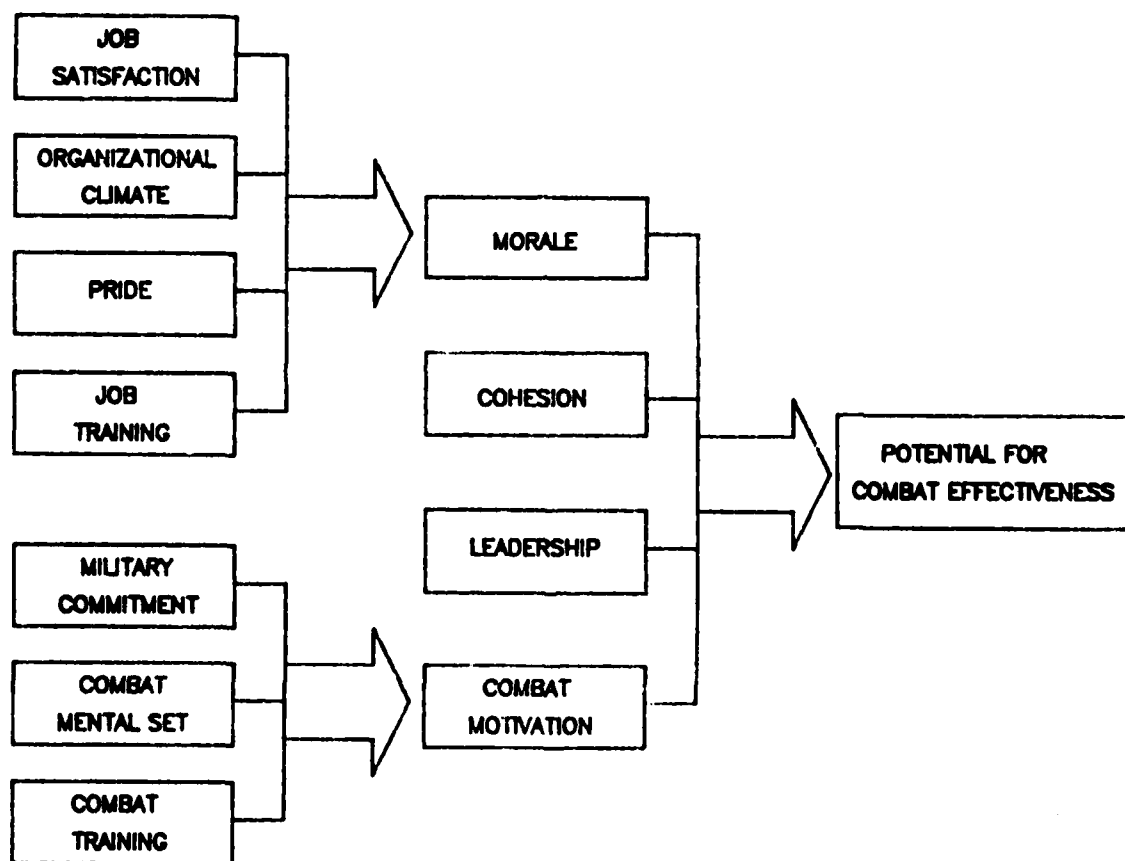


Figure 1. Potential for Combat Effectiveness Model

### The Management Consultant Process and Data Collection

All data for the present study were collected as a part of LMDC's management consultation process. LMDC uses a six-step management consultation process to support the primary mission of helping Air Force organizations become more effective through identifying and resolving leadership and management problems. It should be noted that all results of the process are treated in a confidential manner between LMDC and the client (the commander or staff agency chief). The OAP is LMDC's primary survey in measuring general organization attitudes. The CAS is also used if the client unit has a direct combat mission for which meaningful perceptions can be obtained. The two surveys are linked together for each respondent by a unique code number. Data for both the OAP and CAS were gathered as a census of the organization visited.

Step one of the process is the invitation by a commander or agency chief for LMDC to consult with an organization. The second step is a pre-visit to the client by an LMDC consultant to ensure there is an understanding of the consulting process, the required client support, and whether or not LMDC has the expertise to assist in resolving any specific unit problem. Step three is the actual administering of the OAP (and CAS when requested) to all members of the client organization in group survey sessions. No one from the client organization ever handles surveys in the process. All participants are assured of individual anonymity. Step four is the analysis of the collected

data back at LMDC and a comparison of the statistical results. The next step is the "tailored visit" back to the client organization to present the results and assist in resolving any weak areas (e.g., goal setting, conflict resolution, and team building). The final step occurs six months after the tailored visit and includes additional OAP surveys and interviews to determine the impact of the LMDC process on the client organization. A final report containing this information is sent to the client organization.

#### Data Files

The data from the OAP-CAS linked administrations are stored in a cumulative data base containing over 46,000 matched records. In addition to the 16 demographic items, other demographic information collected and stored for each record include work group code, personnel category and pay grade, age, sex, Air Force Specialty Code (AFSC), base, and major command. The information for the present report includes data received from January, 1982, through September, 1985. All OAP data in the present report are from the pre-intervention (initial) data gathering.

#### Subjects

The subjects for the present study were Air Force OAP-CAS respondents working in the administrative career field and those working in other career fields. The administrative career field is most unique, as administrative personnel work in virtually every function and at every level. Except for personnel assigned

directly to the Director of Administration at any organizational level, administrative personnel usually work with and for non-administrative personnel. To examine the combat attitude perceptions of administrative personnel in this diverse environment, responses to OAP-CAS linked surveys were taken from the active data base to form two independent groups: administrative personnel and the LMDC data base. The administrative personnel group consists of officer, enlisted, and Department of the Air Force civil service personnel performing duties in Duty Air Force Specialty Code (DAFSC) 70XX or 702XX. For this study, the data base group is comprised of personnel from the remainder of the data base in the same personnel categories, but in different specialties. Sample sizes for the two groups are shown in Table 1. The data are taken from 82 separate survey administrations at 28 bases or organizations in eight major commands and six direct reporting units or special operating agencies.

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Table 1  
Sample Sizes of Comparison Groups

	Officers	Enlisted	Civilians
Administration	152	1986	163
Data Base	4416	37519	1778

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## Procedures

The statistical analyses of survey results for the two groups were conducted in two separate examinations: "Analysis of Demographic Information" and "Comparison of Administrative Personnel to the LMDC Data Base." The Statistical Package for the Social Sciences (SPSSX) User's Guide (1983) provided the appropriate statistical programs and analytical tools for the analysis.

### Analysis of Demographic Information

The demographic analysis was conducted to provide the sample groups' characteristics. The total number of valid responses in the data base for the variables or key factors being examined is shown by the number, n. The specific SPSSX subprogram used to analyze the demographic data was "Crosstabs."

### Comparison of "Administrative Personnel to the Data Base

For these analyses, combat attitudes of administrative personnel in the three personnel categories (officer, enlisted, and civilian) were compared to attitudes from personnel in the remainder of the data base. Two-tailed t-tests discerned any attitudinal differences between the administrative and non-administrative groups within each personnel category. The level of significance for all t-tests was  $\alpha = .05$  (i.e., the 95% confidence level). An F-test was used to test the assumption of equal variances. Where indicated appropriate, t-tests for unequal variance groups were used. These procedures were used to determine variables in which administrative personnel varied



significantly from the data base.

### Summary

This chapter has presented a description of the surveys that were used and explained how they were administered. Also, the subjects were described and the statistical methods for data analysis were reviewed. The results of these analyses are presented in the next chapter.

## Chapter Four

### RESULTS

This chapter contains the statistical results of the CAS survey comparing administrative personnel with other Air Force personnel for demographics and perceptions of combat effectiveness.

#### Demographics

Tables A-1 through A-20, Appendix A, provide descriptive information for administrative personnel and data base personnel who participated in joint OAP-CAS survey sessions. In the following summary of demographic results, the percent figure in parentheses is the corresponding result for the data base population and is only indicated where the comparison is noteworthy.

#### Officers

The typical administrative officer survey respondent has been in the Air Force 4 years or more. More than 21% (5%) of the respondents are black and 75% (64%) are younger than 35 years old. The typical administrative officer respondent is married with 22% (10%) of the married officers married to another military member. More than 77% (39%) of the officers' spouses are employed outside the home. In the education arena, 33% of

the administrative officer respondents have earned advanced degrees while less than 1% (8%) hold a doctoral degree. More than 89% (59%) are supervisors. Finally, 29% of the surveyed administrative officers are either undecided about an Air Force career or will probably separate.

#### Enlisted Personnel

The typical administrative enlisted respondent is less than 30 years old and has less than 8 years in the Air Force. Less than 20% of these respondents have more than 12 years of service. Slightly over 30% (16%) of the surveyed administrative enlisted force is black. More than half of the administrative enlisted personnel are married, and 72% (50%) of the spouses work outside the home. One out of every four administrative enlisted respondents is a supervisor with nearly 95% (55%) working day shifts. Over 50% of the administrative enlisted respondents indicated they were highly likely to make the Air Force a career.

#### Civilian Personnel

More than 29% (58%) of the administrative civilian respondents have more than 12 years federal service. Over 24% (19%) of the the administrative career field civilian respondents are minority group members and half of these minority group members are black. Nearly 72% of the administrative civilians are married with approximately half the married civilians being married to a military member. As for education level, 99% of the civilian administrative respondents have a high school diploma but, only 11% (21%) have a college degree. Less than 11% of the

civilian administrative respondents write an APR/OER or some other performance appraisal. Just over 1% (14%) of the civilian personnel within the administrative career field work some schedule other than day shifts. While nearly 55% of the administrative civilians indicated 'career' or 'likely career' intent, almost 12% of the respondents indicated their intention to retire, separate, or likely separate.

#### Comparison of Administrative Personnel to the Data Base

Overall, the results indicate that administrative personnel in all three personnel categories rate the quality of Leadership within their organizations significantly higher than other Air Force personnel. Additionally, administrative personnel have significantly higher results for the Cohesion and Morale components but significantly lower results for the Combat Motivation component. Detailed results are provided in Tables B-1 through B-4, Appendix B.

#### Officers

Administrative officers were significantly different from other Air Force Officers in their ratings of six of the nine combat effectiveness components or sub-components considered for this analysis (see Table 2). The administrative officers expressed more positive perceptions on one component and three sub-components and less positive perceptions on two of the sub-components. Additionally, administrative officers were significantly higher than other Air Force officers on six of the seven items which comprise the Organizational Climate

sub-component (See Table 3).

Table 2

Significant Combat Attitude Differences for  
Administrative Officers

COMPONENT/ Sub-component	Mean	Diff
Job Satisfaction	5.62	.28
Organizational Climate	5.62	.41
Pride	5.33	-.26
Job Training	4.68	-.39
Military Commitment	6.07	.15
LEADERSHIP	5.49	.29

Table 3

Significant Differences on Organizational Climate Items  
for Administrative Officers

Item	Mean	Diff
Org Provides all Necessary Info	5.59	.49
Unit Aware of Important Events-Situations	5.61	.29
Complaints Aired Satisfactorily	5.05	.28
Strong Interest in Welfare of People	5.74	.67
Outstanding Performance Recognized	5.60	.49
Org Rewards People Based on Performance	5.28	.45

Enlisted Personnel

Administrative enlisted personnel were significantly different from other Air Force enlisted personnel in their ratings of all four combat effectiveness components. They were higher in all sub-components except for Combat Mental Set and Combat Training

(see Table 4). There was not, however, a significant difference on the overall measure of Potential for Combat Effectiveness. Also, the enlisted personnel in the administrative career field had significantly higher results, shown in Table 5, for all seven of the items comprising the Organizational Climate sub-component. For the Combat Mental Set component, the administrative enlisted personnel had significantly lower means on four of the items as compared to the means for enlisted personnel in the remainder of the data base. Specifically, for the two Mental Set items, "If I am sent into a combat situation, I think I'll do all right" and "I think I'm prepared to be involved in warfare," the administrative respondents had significantly lower means.

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Table 4

Significant Combat Attitude Differences for  
Administrative Enlisted Personnel

COMPONENT/ Sub-component	Mean	Diff
COHESION	5.19	.21
Job Satisfaction	5.13	.24
Organizational Climate	4.62	.51
Mental Set	4.74	-.46
Combat Training	4.23	-.10
LEADERSHIP	4.90	.19

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Civilian Personnel

Civilian administrative personnel were significantly different from other Air Force civilian personnel in their ratings of the one component and two sub-components listed in Table 6.

Additionally, the civilian administrative personnel, like the enlisted administrative personnel, had significantly lower means for the two Mental Set items.

Table 5

Significant Differences on Organizational Climate Items for Administrative Enlisted Personnel

Item	Mean	Diff
Work Group's Ideas Readily Accepted by Mgt	4.43	.42
Org Provides all Necessary Information	4.48	.53
Unit Aware of Important Events-Situations	5.08	.41
Complaints Aired Satisfactorily	4.29	.38
Strong Interest in Welfare of People	4.48	.51
Outstanding Performance Recognized	4.84	.53
Org Rewards People Based on Performance	4.42	.58

Table 6

Significant Combat Attitude Differences for Administrative Civilian Personnel

COMPONENT/ Sub-component	Mean	Diff
Organizational Climate	5.00	.46
Mental Set	4.41	-.78
LEADERSHIP	5.36	.43

### Summary

Results for each personnel category for the nine components and sub-components used for the analysis are summarized in Table 7. As shown throughout this chapter, perceptions on several components and sub-components of combat effectiveness for the personnel of the

administrative career field are significantly different from those of Air Force contemporaries. The next chapter discusses these findings.

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Table 7

Components and Sub-components  
Significantly Different for Administrative Personnel

COMPONENT/ Sub-component	Officers	Enlisted	Civilians
COHESION	--	5.19+	--
Job Satisfaction	5.62+	5.13+	--
Organizational Climate	5.39+	4.62+	5.00+
Pride	5.33-	--	--
Job Training	4.68-	--	--
Military Adjustment	6.07+	--	--
Mental Set	--	4.74-	4.41-
Combat Training	--	4.23-	--
LEADERSHIP	5.49+	4.90+	5.36+

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Note. A positive or negative sign (+/-) indicates whether the administrative mean is significantly higher/lower than other Air Force personnel. Dashes (--) indicate there is not a significant difference between means.

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## Chapter Five

### DISCUSSION

This chapter presents a discussion of the survey results on the demographics and combat attitude perceptions of administrative personnel. However, first it is important to note there are limitations with using perceptions to project actual behavior under combat conditions. Brown and Moscos (1976) summarized the limitations by concluding:

Inferring combat behavior from attitudinal items is an impossible task. . . . But, short of actual ground warfare, there are partial indicators which can give researchers and Army leaders some ideas as to what the volunteer soldier's motivation and performance might be. (p. 8)

#### Administrative Career Field Observations

The diversity of the administrative career field cannot be overemphasized, particularly for the two military personnel categories. Officers can expect assignments to many base-level duties, i.e., administrative officer, executive officer, protocol officer, and squadron section commander, all before attaining the rank of major. The enlisted personnel, also available for a wide variety of possible duties, have experienced two major realignments within their career field since 1976. Those administrative personnel working in unit orderly rooms will

experience another change in 1987 when they become part of the personnel career field.

Most administrative and other officers do not consider the administrative career field very prestigious. This is mainly due to a perception that administrative positions do not enhance the officer's potential for promotion or for attaining positions of increased responsibility. Even though recent promotion figures for the administrative career field compare well with those of other non-rated career fields, there are probably few administrative officers who have not received the common career counseling comment "you had better get out of the administrative career field if you want to get promoted."

The appropriateness of the combat attitude results for civilian personnel is uncertain since over 80% of the administrative civilian personnel provide secretarial and administrative support and probably do not really relate to the possibility of working in a combat environment.

The senior leadership for the administrative career field is interested in the performance of administrative personnel in combat and contingency situations. During the 1985 Worldwide Air Force Directors of Administration Conference, one of the agenda items was the support capabilities for contingency operations. Specifically discussed were results of a Functional Management Inspection (FMI) on contingency support which identified several weak areas pertaining to the administrative career field.

As further background, it is important to note that in late

1983, when Colonel James Delaney became the Director of Administration for the Air Force, several initiatives were started to improve the image of the administrative career field. Over the past 2 years Colonel Delaney and his staff visited over 65 Air Force installations informing commanders and over 19000 administrative personnel of the critical role performed by the administrative career field (personal conversation with Clifford Trice, HQ AF/DAH, February 21, 1986). Examples of these initiatives include adopting a new career field motto, "Office Workers with Flight Line Attitudes"; producing a film which stars Mr. T highlighting the contributions of the men and women of the administrative career field, titled "The A Team"; presenting a briefing on the administrative career field to each offering of the Air Force's Base Commanders Course; and implementing an information cross-feed program. It is uncertain what impact these programs have had upon the perceptions of administrative personnel as reflected through the results of this study. However, these and other ongoing programs seem to be having a positive influence on personnel, both in and out of the administrative career field. The remainder of this chapter presents a discussion of the demographic and combat attitudinal results.

#### Discussion of Demographics

The demographic information for the administrative respondents clearly indicated several differences across all personnel categories when compared to other personnel in the LMDC

data base. Based on the author's fourteen years of administrative career field experience (spread over seven assignments encompassing most of the duties mentioned above), many of the differences were expected due to the nature of the administrative career field and its support mission. Several of the comparisons are highlighted to provide the reader with a better overall understanding of administrative career field personnel.

The base-level functions of administrative personnel require a career field consisting mainly of technicians and lower grade personnel. Therefore, it was no surprise that 75% of the officers were younger than 35 years old, as compared to 66% for the data base officers. For civilian personnel, almost 44% of the civilians in the data base were older than 41 years old while only 32% of the administrative civilians were above that age. Also for the civilian personnel, an even more important factor is that only 43% of the administrative respondents had more than 8 years Air Force experience as compared to more than 70% for other Air Force respondents. Other demographic differences are in the area of education; however, most of these differences can be attributed to the youth and inexperience of the administrative personnel with the lower grade structure mentioned above. This also partly explains why less than 1% of the administrative officers had doctoral degrees compared to nearly 9% of their data base counterparts. Similarly for civilians, over 20% of the data base possessed at least a bachelor's degree while only 11% of the

administrative civilians had a college degree. Additionally, for the younger corps of administrative officers, only 18% of the respondents had completed the top two professional military education levels, e.g., intermediate service school and senior service school, half their counterparts' rate. Enlisted personnel compared very closely to their Air Force counterparts in most demographic areas.

### Discussion of Attitudinal Results

In the overall category of perceptions of potential for combat effectiveness, the respondents from the administrative career field were not significantly different from the remainder of the data base. However, results indicated there were several significant sub-component differences between the perceptions of administrative personnel and those of other Air Force personnel. There were statistically significant differences in 15 of the 27 total component/sub-component comparisons (9 comparisons in each of the three personnel categories). However, to focus the present research on the areas of strong comparison differences, only the components/sub-components where the mean difference exceeds .25 scale points are discussed. Of these, there were five positive differences and four negative differences.

Respondents from all three personnel categories had significantly higher means for Organizational Climate, with at least a .4 mean difference for each category. Further review of the individual items for this sub-component revealed that these personnel were significantly higher in 85% of the item

comparisons. These results indicate a strong difference for the administrative career field; but, the results were not completely unexpected. Generally, administrative personnel work in an office environment using standard procedures and working regular hours to provide routine support for other Air Force personnel. Even though daily routines can get very boring and there are the usual pressures associated with any "customer service" organization, most administrative personnel work in a pleasant atmosphere with opportunity to socialize and the ability to work a project through to the end. In addition to Organizational Climate, administrative officer and civilian personnel were also higher in their ratings of Job Satisfaction and Leadership.

The indication that administrative officers have significantly higher Job Satisfaction than their data base counterparts is somewhat surprising and appears contrary to the significantly lower perception in the Pride sub-component (to be discussed later). Based on the author's experience, several considerations might explain these differences. First, due to the number of diverse duties available, several at each duty location, administrative officers get an opportunity to serve in different functions during the same tour of duty and are exposed to different challenges and situations. Also, administrative officers usually work for the base commander and deputy chiefs of staff at intermediate headquarters and therefore are near the decision-making process and can relate to unit success and mission accomplishment. Another reason for this higher

perception of job satisfaction maybe that almost 89% of the administrative officer respondents are supervisors, compared to less than 60% for their comparison group. Both in the military and business world, there is something rewarding and fulfilling about being a supervisor and having the responsibility to guide and manage other people.

Supervisory and management experience might also be factors in the administrative civilians' significantly higher perceptions in the Leadership component. In the office and customer service environment described above, it is debatable whether administrative personnel were rating leadership or management. The management versus leadership debate, discussed in the literature review, is particularly relevant in the administrative career field environment. There are two considerations that may help explain the higher mean for the civilian administrative personnel. First, civilians in the administrative career field are somewhat younger than their counterparts and have much less experience in the Air Force with 37% having less than 4 years of experience compared to only 16% for their data base counterparts. Basically, as a person gets older and gains experience, they are likely to be more critical of management and their bosses. Additionally, a similar argument could be made for people who have had supervisory experience (less than 14% of the administrative civilian respondents and over 33% for the remainder of the data base). Supervisors might feel they have the experience and can be more critical of superiors than those

who lack supervisory experience.

Of the four sub-components where administrative personnel had significantly lower means, two were in the Combat Motivation component. Both civilian and enlisted administrative personnel rated this sub-component lower compared to the data base. These results are not really surprising with the very large percentage of civilian administrative personnel functioning in secretarial and clerical positions. Also, for enlisted personnel, much of their previous exposure to combat support duties was through various augmentation programs. Caldwell (1984) was very critical of the management of those programs which did not lead to the proper indoctrination into the combat supporting roles. Also, administrative personnel, unlike many other career specialities, can be assigned throughout the Air Force and not assigned to units constantly involved in exercises, deployments, and wartime training.

The significantly lower means for officers in the Pride and Job Training sub-components are also not very surprising. Not only has there been serious concern about the promotability of administrative officers assigned to "manage paperwork" for the Air Force, but there is a serious disconnect between the support mission of administration and the operational mission of the unit. These and other factors are not motivating and do little for an officer's pride. The lower perceptions in Job Training might be due to the diverse duties to which an administrative officer can be assigned, most without any formal training courses



or unofficial information handbooks.

The next chapter presents conclusions and recommendations to help Air Force leaders attain higher potential for combat effectiveness for the large and diverse administrative career field.

## Chapter Six

### CONCLUSIONS AND RECOMMENDATIONS

Intangible human behavioral factors, normally not incorporated into readiness inspections and exercises, affect combat effectiveness. Most previous studies of these human factors concentrate on the combatants while the "soft core" support personnel are overlooked. However, LMDC, through its attitudinal surveys, assesses the potential for combat effectiveness of a unit by measuring the perceptions of all personnel assigned. Instead of using the OAP and CAS surveys in the traditional method for a unit assessment, the author believed that important insights would be gained by focusing on one career field. Therefore, perceptions of the personnel working in the administrative career field were selected for the present research. This chapter presents the research conclusions based on the results of Chapter Four and the discussion of Chapter Five. Additionally, several suggestions are provided for administrative career field leaders and functional managers to help enhance the current excellent combat attitude state of the administrative career field. Finally, two areas for further research are suggested to expand on the findings of this research and obtain a more complete picture of the subject personnel.

The following research conclusions summarize the CAS results comparing the perceptions of administrative personnel to those of the remainder of the LMDC data base.

1. The perceptions of administrative personnel are significantly different from those of their Air Force counterparts in several of the components and sub-components of interest; however, in the one overall category of combat effectiveness, there is no significant difference between the two groups.

2. Administrative career field personnel, considerably younger but with more supervisory experience than their Air Force counterparts, rate Leadership within their organizations very high. This finding is most significant since Bonen's (1981) research concluded that leadership was the most significant of the human behavioral factors influencing combat effectiveness.

3. The significantly higher ratings of Organizational Climate by administrative officers and enlisted personnel signifies a strong satisfaction with the current duty environment. This satisfaction, combined with the leadership conclusion discussed above, has been, and will continue to be, instrumental in the accomplishment of the career field's support mission.

4. The enlisted and civilian personnel of the administrative career field are not as confident as their counterparts that they would perform well in a combat environment (as indicated by their significantly lower ratings for Combat

Mental Set).

5. The officers assigned to the administrative career field may have a self-image problem in that they do not have as much pride in their work as other officers have.

### Recommendations

The results of this research, and the above conclusions, highlight strengths to be capitalized on and weaknesses that need addressing. The following recommendations are for senior Air Force leaders and functional managers concerned about the administrative career field and the overall combat effectiveness of Air Force units.

1. Continue current programs designed to enhance the image of the administrative career field, both for the personnel serving in that career field and for those outside the administrative career field, who rely on the support of administrative personnel.

2. Expand efforts to manage the careers of administrative officers so they will feel a part of an organization that cares for, supports, and appreciates them, and is willing to help them. The combination of all these recommendations should increase the pride administrative officers have in their jobs and subsequently improve the pride in themselves.

3. Constantly remind administrative personnel that their jobs directly impact the operational mission of the Air Force. Therefore, Directors of Administration at all organizational levels should institute programs to publicize and display

examples of how administrative personnel directly affect combat capability and readiness. For example, a regular publication in the administrative career field newsletter, the administration could be dedicated to highlighting examples of direct administrative support by administrative personnel. Additionally, a bulletin board or scrap book could be maintained at the Administrative School at Keesler AFB, MS, with operational support examples using examples from previous school graduates. These examples need not be very glamorous or exciting, just so they show a direct connection to the "fly and flight" mission. Such examples could show administrative personnel on deployment, performing in a WARSKIL augmentee duty, assisting with mobility processing for an exercise or during a deployment, or serving on an exercise evaluation team.

4. Replace the term "non-rated" with "support officer" when referring to those officers without an operational rating. Such a change would better describe the role of those personnel and would not have a negative connotation. The use of this terminology worked very well in Bonen's (1981) study.

5. Special planning is needed to ensure that unit exercise scenarios include realistic and challenging situations for administrative personnel. Several of the studies cited in the literature review concluded that training is one concrete way to improve combat effectiveness.

#### Additional Research for Consideration

The findings of the present research and the above

conclusions and recommendations are only a start at determining the attitudinal strengths and weaknesses of the administrative career field. Therefore, there is a definite need for additional research in two areas. First, a similar research project should be conducted to compare and contrast the perceptions of personnel who served in the three administrative AFSC shredouts i.e., 702XXA, 702XXB, and 702XXC, before the shredouts were eliminated in 1985. Each shredout encompassed a very different set of duties and surroundings, and it would be informative to see how the perceptions of personnel in each shredout differed. Additionally, with the forthcoming absorption of the orderly room clerks (previously coded with the 702XXC shredout) into the personnel career field (AFSC 703XX), the gaining career managers could get a better understanding of the attitudes of personnel joining their career field.

Secondly, as presented earlier, over the past 2 years numerous initiatives were begun by the Air Force Director of Administration (AF/DA) and his staff to publicize and revitalize the administrative career field. An interesting research topic would be to compare the "before" versus "after" perceptions of personnel of the administrative career field. This research could help assess the impact of these programs. For example, CAS results for administrative personnel surveyed during the 1982 and 1983 period could be compared to results for administrative personnel surveyed in 1984 and 1985. Such comparisons might provide the AF/DA and his staff with a method of quantifying the

results of the various programs, and provide support for the continuation of current programs and the starting of new programs.

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# APPENDIX

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Appendix A  
Demographic Information

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Table A-1

## Sex by Personnel Category

n =	---Administrative---		-----Data Base-----	
	Male(%)	Female(%)	Male(%)	Female(%)
	1474	821	38191	5426
Officer	7.7	4.8	10.1	9.8
Enlisted	91.0	77.7	87.1	77.1
Civilian	1.3	17.5	2.8	13.1

Table A-2

## Age by Personnel Category

n =	-----Administrative-----			-----Data Base-----		
	Off(%)	Enl(%)	Civ(%)	Off(%)	Enl(%)	Civ(%)
	151	1972	162	4390	37340	1733
17 to 20 Yrs	0.0	16.0	1.9	0.0	14.4	2.6
21 to 25 Yrs	7.9	37.7	13.6	9.6	39.9	7.6
26 to 30 Yrs	33.1	20.7	16.0	29.0	19.6	12.3
31 to 35 Yrs	33.8	15.5	17.3	24.7	13.7	18.5
36 to 40 Yrs	15.2	6.9	19.1	20.7	9.1	15.4
41 to 45 Yrs	8.6	2.4	9.9	11.3	2.5	12.0
46 to 50 Yrs	0.7	0.7	7.4	3.3	0.6	13.0
> 50 Years	0.7	0.1	14.8	1.4	0.1	18.6

Table A-3  
Years in Air Force

n =	-----Administrative-----			-----Data Base-----		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
	152	1983	135	4406	37389	1426
< 1 Year	2.0	8.8	8.1	1.7	6.8	4.3
1 to 2 Yrs	3.9	16.1	10.4	3.0	12.5	5.0
2 to 3 Yrs	9.9	11.1	8.1	7.7	13.1	3.4
3 to 4 Yrs	8.6	9.7	9.6	7.8	11.8	3.4
4 to 8 Yrs	27.6	21.2	20.7	23.6	21.3	13.1
8 to 12 Yrs	15.1	13.3	13.3	17.0	12.8	12.6
> 12 Years	32.9	19.9	29.6	39.1	21.7	58.1

Table A-4  
Months in Present Career Field

n =	-----Administrative-----			-----Data Base-----		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
	38	612	48	1021	10184	439
< 6 Months	6.0	5.7	8.8	3.8	4.6	8.1
6 to 12 Mos	6.6	6.2	8.9	6.0	7.0	7.5
12 to 18 Mos	9.3	9.4	8.2	6.3	8.0	5.1
18 to 36 Mos	14.6	19.5	17.0	19.8	21.0	1.6
> 36 Mos	63.6	57.2	59.1	64.2	58.9	67.3

Table A-5  
Months on Present Duty Station

	-----Administrative-----			-----Data Base-----		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
n =	97	1306	57	2795	24072	490
< 6 Months	13.9	15.6	6.8	13.9	15.3	6.6
6 to 12 Mos	15.2	18.5	9.9	17.8	18.1	7.9
12 to 18 Mos	17.2	16.6	11.8	16.4	16.3	6.9
18 to 36 Mos	36.4	33.7	18.6	37.0	35.1	16.5
> 36 Mos	17.2	15.5	52.8	14.8	15.1	62.2

Table A-6  
Months at Present Position

	-----Administrative-----			-----Data Base-----		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
n =	125	1634	96	3545	29791	861
< 6 Months	19.1	28.7	18.4	27.2	27.6	16.2
6 to 12 Mos	27.0	25.9	17.8	25.8	24.1	15.2
12 to 18 Mos	21.7	16.6	11.0	16.0	17.0	10.9
18 to 36 Mos	24.3	22.4	18.4	24.4	23.5	16.2
> 36 Mos	7.9	6.5	34.4	6.7	7.9	41.5



Table A-7  
Ethnic Group

	-----Administrative-----			-----Data Base-----		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
n =	152	1969	161	4391	37227	1755
Black	21.7	30.5	11.8	4.9	16.1	8.4
Hispanic	5.9	6.2	2.5	2.3	5.3	2.5
White	67.8	55.7	75.8	88.0	71.9	81.4
Other	4.6	7.6	9.9	4.8	6.8	7.8

Table A-8  
Marital Status

	-----Administrative-----			-----Data Base-----		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
n =	152	1981	163	4413	37440	1773
Not Married	26.3	39.8	23.3	19.9	37.3	16.4
Married	69.7	56.7	71.8	78.6	60.8	80.9
Single Parent	3.9	3.5	4.9	1.5	1.9	2.8

# Appendix A

Table A-9

Spouse Status: Administrative Personnel

	Geographically Separated			--Not Geo. Separated--		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
n =	4	114	9	102	1009	108
Civilian Employed	50.0	56.1	44.4	22.5	31.2	37.0
Not Employed	0.0	21.9	11.1	56.9	37.3	13.9
Military Member	50.0	21.9	44.4	20.6	31.5	49.1

Table A-10

Spouse Status: Data Base

	Geographically Separated			--Not Geo. Separated--		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
n =	148	1966	63	3319	20803	1371
Civilian Employed	55.5	56.6	68.3	29.1	34.0	41.4
Not Employed	23.0	28.0	19.0	61.1	50.9	33.6
Military Member	21.6	15.4	12.7	9.7	15.2	25.1

Table A-11  
Educational Level

	-----Administrative-----			-----Data Base-----		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
n =	152	1980	163	4407	37364	1760
Non HS Grad	0.0	0.7	0.6	0.0	0.8	3.0
HS Grad or GED	0.7	44.9	29.4	0.3	46.7	35.1
< 2 yrs College	0.7	34.9	36.2	0.2	34.5	22.6
> 2 yrs College	1.3	15.7	22.7	1.5	14.2	18.7
Bachelor Degree	64.5	3.5	8.6	53.9	2.9	13.4
Masters Degree	32.9	0.4	2.5	35.4	0.4	6.4
Doctoral Degree	0.0	0.0	0.0	8.7	0.0	0.9

Table A-12  
Professional Military Education

	-----Administrative-----			-----Data Base-----		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
n =	104	1307	19	3016	25249	603
None	31.6	34.1	88.2	31.6	32.5	65.9
Phase 1 or 2	3.3	31.4	5.0	0.9	30.9	14.2
Leadership Sch.	2.0	20.9	1.2	1.0	19.1	3.9
Command Academy	0.7	8.6	1.2	0.7	10.0	4.8
Sr NCO Academy	1.3	2.9	1.2	0.2	4.4	3.2
Sq Officers Sch	43.4	0.1	0.6	28.1	0.2	1.5
Int Service Sch	14.5	2.0	1.9	26.2	2.8	5.0
Sr Service Sch	3.3	0.1	0.6	11.3	0.1	1.4

Table A-13

## Number People Directly Supervised

	-----Administrative-----			-----Data Base-----		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
n =	152	1976	162	4318	37201	1770
None	11.2	72.2	86.4	41.3	62.2	65.9
1 Person	23.7	11.0	3.7	7.0	7.0	4.6
2 People	9.9	7.4	1.9	6.6	7.1	3.9
3 People	19.7	4.2	0.6	6.9	5.5	4.7
4 to 5 People	19.1	3.4	3.1	13.8	7.9	7.0
6 to 8 People	12.5	1.4	1.9	10.8	4.5	5.7
9 or > People	3.9	0.3	2.5	13.6	5.8	8.1

Table A-14

## Number People for Whom Respondent Writes APR/OER/Appraisal

	-----Administrative-----			-----Data Base-----		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
n =	152	1981	163	4397	37373	1772
None	19.1	75.2	89.3	49.3	65.3	73.5
1 Person	39.5	11.1	2.5	10.0	9.0	4.6
2 People	17.8	7.0	2.5	7.5	8.8	3.8
3 People	9.2	3.0	1.8	6.8	6.5	4.3
4 to 5 People	8.6	3.0	1.8	12.1	7.6	5.7
6 to 8 People	5.3	0.6	1.2	9.7	2.3	4.1
9 or > People	0.7	0.1	0.6	4.7	0.7	4.0

Table A-15

## Supervisor Writes Respondent's AFR/DER/Appraisal

	-----Administrative-----			-----Data Base-----		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
n =	149	1951	159	4357	37028	1728
Yes	79.9	82.8	81.8	78.2	68.2	80.3
No	10.1	7.9	6.9	14.1	20.9	7.8
Not Sure	10.1	9.3	11.3	7.7	10.9	12.0

Table A-16

## Work Schedule

	-----Administrative-----			-----Data Base-----		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
n =	152	1966	162	4376	37138	1756
Day Shift	87.5	94.7	98.8	52.2	55.4	85.9
Swing Shift	0.0	0.2	0.0	0.3	8.1	1.3
Mid Shift	0.0	0.2	0.0	0.0	3.5	0.3
Rotating Shifts	0.0	0.7	0.6	4.3	16.1	6.8
Irregular	11.8	3.9	0.6	12.0	13.2	4.2
Much TDY/On-call	0.7	0.3	0.0	8.0	2.5	1.1
Crew Schedule	0.0	0.1	0.0	23.1	1.2	0.4

Table A-17  
Supervisor Holds Group Meetings

	-----Administrative-----			-----Data Base-----		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
n =	150	1938	160	4368	36908	1749
Never	3.3	20.0	13.8	5.8	16.5	13.1
Occasionally	6.7	36.2	26.3	21.4	33.7	35.3
Monthly	12.0	7.8	7.5	17.1	6.8	9.9
Weekly	59.3	29.1	40.0	41.1	27.7	32.7
Daily	14.7	4.8	8.1	12.9	13.2	6.9
Continuously	4.0	2.2	4.4	1.7	2.1	2.1

Table A-18  
Supervisor Holds Group Meetings to Solve Problems

	-----Administrative-----			-----Data Base-----		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
n =	150	1927	154	4337	36619	1736
Never	10.7	26.6	20.1	14.3	25.5	22.2
Occasionally	41.3	36.7	35.7	42.9	40.4	42.1
Half the Time	23.3	15.0	22.7	22.6	16.8	17.1
Continuously	24.7	21.6	21.4	20.2	17.3	18.7

Table A-19  
Aeronautical Rating and Current Status

	-Administrative-		---Data Base---	
	Off (%)	Enl (%)	Off (%)	Enl (%)
n =	150	1974	4410	37279
Nonrated, not on aircrew	96.0	95.8	53.2	90.4
Nonrated, now on aircrew	0.0	0.5	1.6	1.9
Rated, on crew/ops job	0.0	0.1	36.5	1.7
Rated, in support job	4.0	3.5	8.8	6.0

Table A-20  
Career Intent

	-----Administrative-----			-----Data Base-----		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
n =	151	1974	128	4399	37287	1357
Retire	3.3	2.6	3.1	2.6	2.6	4.6
Career	57.0	35.5	39.8	53.0	33.5	53.3
Likely Career	20.5	19.3	28.9	23.0	19.3	23.7
Maybe Career	13.9	20.8	19.5	13.6	21.6	12.2
Likely Separate	2.6	14.1	6.3	4.9	13.9	4.1
Separate	2.6	7.7	2.3	2.9	9.1	2.1

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# APPENDIX

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## Appendix B

### Comparison of Combat Attitude Scores



Table B-1

Comparison of Combat Attitude Scores:  
Administrative Personnel vs Other Personnel

	Mean	SD	df	t
<hr/>				
<u>POTENTIAL FOR COMBAT EFFECTIVENESS</u>			26288	0.31
Administrative Officers	4.93	0.93		
Other Personnel	4.92	0.92		
<hr/>				
<u>COHESION</u>			43482	6.21***
Administrative Personnel	5.24	1.26		
Other Personnel	5.07	1.23		
<hr/>				
<u>MORALE</u>			34989	6.40***
Administrative Personnel	4.91	1.17		
Other Personnel	4.73	1.15		
<u>Job Satisfaction</u>			2237	8.73***
Administrative Personnel	5.21	1.21		
Other Personnel	4.97	1.25		
<u>Organizational Climate</u>			43671	14.89***
Administrative Personnel	4.70	1.44		
Other Personnel	4.22	1.46		
<u>Pride</u>			45511	-0.70
Administrative Personnel	4.91	1.63		
Other Personnel	4.94	1.62		
<u>Job Training</u>			2208	0.89
Administrative Personnel	4.75	1.47		
Other Personnel	4.72	1.38		

\* Probability <.05.  
 \*\* Probability <.01.  
 \*\*\* Probability <.001.

Table B-1 (Continued)

	Mean	SD	df	t
<hr/>				
<u>COMBAT MOTIVATION</u>			1840	-4.85***
Administrative Personnel	4.90	1.02		
Other Personnel	5.02	0.98		
<u>Military Adjustment</u>			40850	7.25***
Administrative Personnel	5.58	0.94		
Other Personnel	5.42	0.96		
<u>Combat Mental Set</u>			2318	-11.81***
Administrative Personnel	4.81	1.72		
Other Personnel	5.26	1.54		
<u>Combat Training</u>			2030	-2.81**
Administrative Personnel	4.26	1.25		
Other Personnel	4.34	1.20		
<hr/>				
<u>LEADERSHIP</u>			2339	5.26***
Administrative Personnel	4.97	1.63		
Other Personnel	4.78	1.54		
<hr/>				
* Probability <.05.				
** Probability <.01.				
*** Probability <.001.				

Table B-2

Comparison of CAS Factor Scores:  
Administrative Officers vs Other Officers

	Mean	SD	df	t
<hr/>				
<u>POTENTIAL FOR COMBAT EFFECTIVENESS</u>			2445	1.28
Administrative Officers	5.47	0.77		
Other Officers	5.34	0.83		
<hr/>				
<u>COHESION</u>			4342	-0.18
Administrative Officers	5.66	1.06		
Other Officers	5.68	1.00		
<hr/>				
<u>MORALE</u>			3231	1.08
Administrative Officers	5.34	1.06		
Other Officers	5.22	1.04		
<u>Job Satisfaction</u>			4075	2.85**
Administrative Officers	5.62	1.14		
Other Officers	5.34	1.13		
<u>Organizational Climate</u>			153	3.99***
Administrative Officers	5.39	1.19		
Other Officers	4.99	1.35		
<u>Pride</u>			4512	-2.33*
Administrative Officers	5.33	1.42		
Other Officers	5.59	1.34		
<u>Job Training</u>			3736	-2.32*
Administrative Officers	4.68	1.47		
Other Officers	4.98	1.33		

\* Probability <.05.

\*\* Probability <.01.

\*\*\* Probability <.001.

Table B-2 (Continued)

	Mean	SD	df	t
<hr/>				
<u>COMBAT MOTIVATION</u>			3630	0.96
Administrative Officers	5.43	0.88		
Other Officers	5.35	0.90		
<u>Military Adjustment</u>			4184	2.21*
Administrative Officers	6.07	0.76		
Other Officers	5.92	0.78		
<u>Combat Mental Set</u>			4449	-0.36
Administrative Officers	5.64	1.48		
Other Officers	5.69	1.39		
<u>Combat Training</u>			3918	0.91
Administrative Officers	4.49	1.12		
Other Officers	4.39	1.16		
<hr/>				
<u>LEADERSHIP</u>			146	2.83**
Administrative Officers	5.49	1.15		
Other Officers	5.20	1.32		
<hr/>				
* Probability <.05.				
** Probability <.01.				
*** Probability <.001.				

Table B-3

Comparison of Combat Attitude Scores:  
Administrative Enlisted vs Other Enlisted

	Mean	SD	df	t
<hr/>				
<u>POTENTIAL FOR COMBAT EFFECTIVENESS</u>			23144	0.84
Administrative Enlisted	4.89	0.93		
Other Enlisted	4.87	0.92		
<hr/>				
<u>COHESION</u>			36836	6.94***
Administrative Enlisted	5.19	1.26		
Other Enlisted	4.97	1.23		
<hr/>				
<u>MORALE</u>			30049	5.98***
Administrative Enlisted	4.84	1.16		
Other Enlisted	4.65	1.14		
<u>Job Satisfaction</u>			1709	7.37***
Administrative Enlisted	5.13	1.21		
Other Enlisted	4.90	1.26		
<u>Organizational Climate</u>			37015	14.12***
Administrative Enlisted	4.62	1.45		
Other Enlisted	4.11	1.44		
<u>Pride</u>			38547	-0.59
Administrative Enlisted	4.81	1.65		
Other Enlisted	4.83	1.64		
<u>Job Training</u>			1749	0.99
Administrative Enlisted	4.72	1.48		
Other Enlisted	4.68	1.38		

\* Probability &lt;.05.

\*\* Probability &lt;.01.

\*\*\* Probability &lt;.001.

Table B-3 (Continued)

	Mean	SD	df	t
<hr/>				
<u>COMBAT MOTIVATION</u>			1514	-4.52***
Administrative Enlisted	4.85	1.02		
Other Enlisted	4.98	0.98		
<u>Military Adjustment</u>			35553	7.74***
Administrative Enlisted	5.54	0.94		
Other Enlisted	5.35	0.96		
<u>Combat Mental Set</u>			1884	-10.99***
Administrative Enlisted	4.74	1.73		
Other Enlisted	5.21	1.54		
<u>Combat Training</u>			1667	-2.97**
Administrative Enlisted	4.23	1.27		
Other Enlisted	4.33	1.21		
<hr/>				
<u>LEADERSHIP</u>			1811	4.49***
Administrative Enlisted	4.90	1.66		
Other Enlisted	4.72	1.55		
<hr/>				
* Probability <.05.				
** Probability <.01.				
*** Probability <.001.				

Table B-4

Comparison of Combat Attitude Scores:  
Administrative Civilians vs Other Civilians

	Mean	SD	df	t
<hr/>				
<u>POTENTIAL FOR COMBAT EFFECTIVENESS</u>			412	-0.80
Administrative Civilians	5.00	1.15		
Other Civilians	5.17	0.89		
<hr/>				
<u>COHESION</u>			1793	-0.32
Administrative Civilians	5.44	1.30		
Other Civilians	5.47	1.18		
<hr/>				
<u>MORALE</u>			1299	1.42
Administrative Civilians	5.34	1.15		
Other Civilians	5.19	1.06		
<u>Job Satisfaction</u>			1743	0.36
Administrative Civilians	5.59	1.14		
Other Civilians	5.56	1.08		
<u>Organizational Climate</u>			1813	3.65***
Administrative Civilians	5.00	1.41		
Other Civilians	4.54	1.51		
<u>Pride</u>			1911	0.06
Administrative Civilians	5.52	1.47		
Other Civilians	5.51	1.39		
<u>Job Training</u>			1510	1.37
Administrative Civilians	5.16	1.40		
Other Civilians	4.97	1.46		

\* Probability <.05.

\*\* Probability <.01.

\*\*\* Probability <.001.

Table B-4 (Continued)

	Mean	SD	df	t
<hr/>				
<u>COMBAT MOTIVATION</u>			26	-1.71
Administrative Civilians	4.83	1.19		
Other Civilians	5.24	0.91		
<u>Military Adjustment</u>			650	-0.63
Administrative Civilians	5.65	1.01		
Other Civilians	5.74	0.84		
<u>Combat Mental Set</u>			948	-3.49**
Administrative Civilians	4.41	1.91		
Other Civilians	5.19	1.62		
<u>Combat Training</u>			630	-0.57
Administrative Civilians	4.31	1.26		
Other Civilians	4.43	1.16		
<hr/>				
<u>LEADERSHIP</u>			187	3.42**
Administrative Civilians	5.36	1.44		
Other Civilians	4.94	1.65		
<hr/>				
* Probability <.05.				
** Probability <.01.				
*** Probability <.001.				



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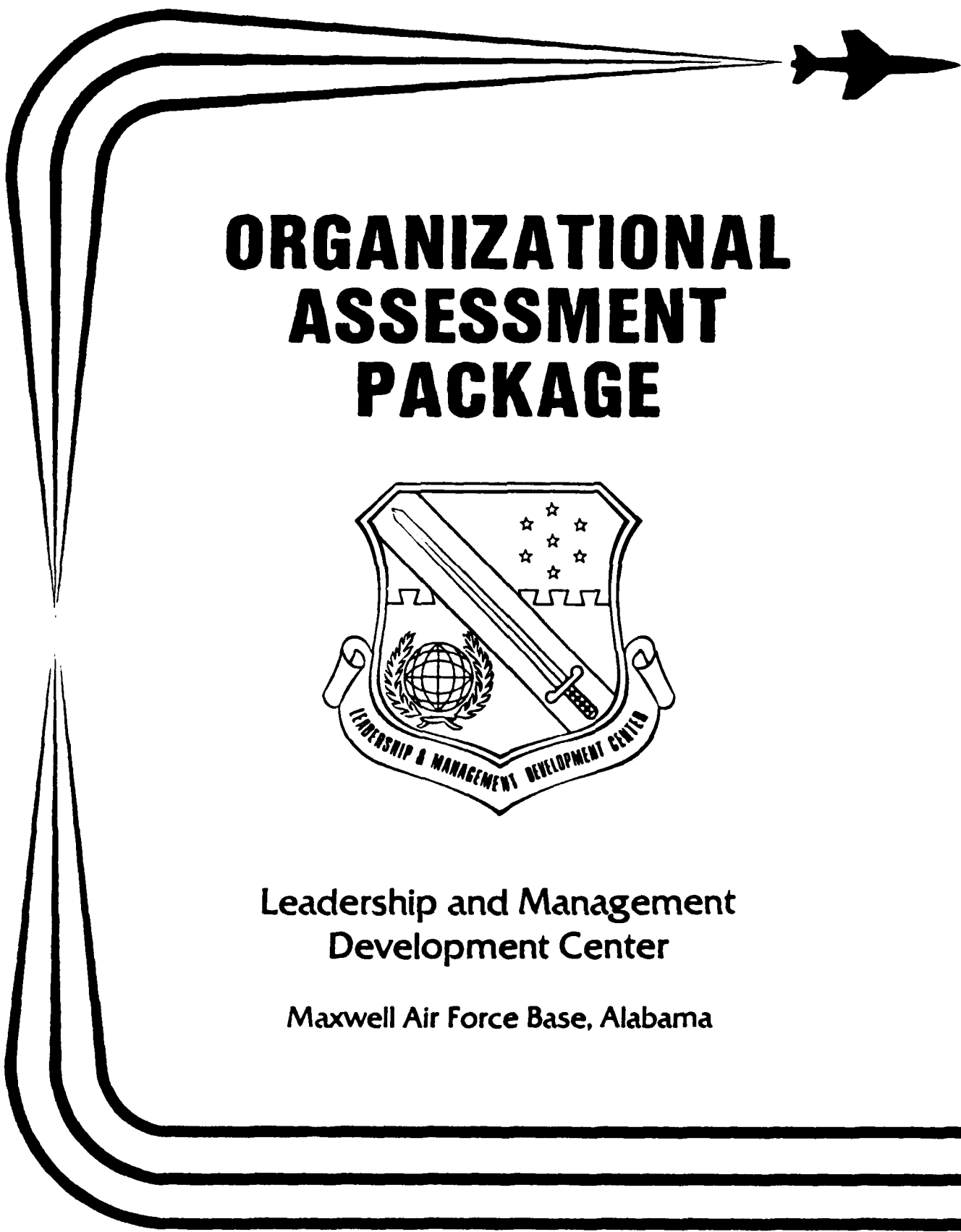
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## APPENDIX

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Appendix C  
Organizational Assessment Package (OAP)



# **ORGANIZATIONAL ASSESSMENT PACKAGE**



**Leadership and Management  
Development Center**

**Maxwell Air Force Base, Alabama**

## Organizational Assessment Package

### PRIVACY ACT STATEMENT

In accordance with D.O.D. Directive 5400.11, Personal Privacy and Rights of Individuals Regarding Their Personnel Records, the following information about this survey is provided:

- a. Authority: 10 U.S.C., 131.
- b. Principal Purpose: The survey is being conducted to assess your organization from a leadership and management perspective.
- c. Routine Uses: Information provided by respondents will be treated confidentially. The averaged data will be used for organizational strength and weakness identification and research and development purposes.
- d. Participation: Response to this survey is voluntary. Your cooperation in this effort is appreciated.

[PLEASE DO NOT TEAR, MARK ON, OR OTHERWISE DAMAGE THIS BOOKLET]

GENERAL INFORMATION

The leaders of your organization are genuinely interested in improving the overall conditions within their areas of responsibility. Providing a more satisfying Air Force way of life and increasing organizational effectiveness are also goals. One method of reaching these goals is by continual refinement of the management processes of the Air Force. Areas of concern include job related issues such as leadership and management; training and utilization; motivation of and concern for people; and the communication process.

This survey is intended to provide a means of identifying areas within your organization needing the greatest emphasis in the immediate future. You will be asked questions about your job, work group, supervisor, and organization. For the results to be useful, it is important that you respond to each statement thoughtfully, honestly, and as frankly as possible. Remember, this is not a test, there are no right or wrong responses.

Your completed response sheet will be processed by automated equipment, and be summarized in statistical form. Your individual response will remain confidential, as it will be combined with the responses of many other persons, and used for organizational feedback and possibly Air Force wide studies.

KEY WORDS

The following should be considered as key words throughout the survey:

- Supervisor: The person who gives you your day-to-day guidance in accomplishing your job.
- Work Group: All persons who work for the same supervisor that you do.
- Organization: Your squadron. However, if you work in staff/support agencies, the division or deputation would be your organization.

## INSTRUCTIONS

1. All statements may be answered by filling in the appropriate spaces on the response sheet provided. If you do not find a response that fits your case exactly, use the one that is the closest to the way you feel.

2. Be sure that you have completed Section 1 of the response sheet, as instructed by the survey administrator, before beginning Section 2.

3. Please use the pencil provided, and observe the following:

--Make heavy black marks that fill the spaces.

--Erase cleanly any responses you wish to change.

--Make no stray markings of any kind on the response sheet.

--Do not staple, fold or tear the response sheet.

--Do not make any markings on the survey booklet.

4. The response sheet has a 0-7 scale. The survey statements normally require a 1-7 response. Use the zero (0) response only if the statement truly does not apply to your situation. Statements are responded to by marking the appropriate space on the response sheet as in the following example:

Using the scale below, evaluate the sample statement.

1 = Strongly disagree

2 = Moderately disagree

3 = Slightly disagree

4 = Neither agree nor disagree

5 = Slightly agree

6 = Moderately agree

7 = Strongly agree

Sample Statement. The information your work group receives from other work groups is helpful.

If you moderately agree with the sample statement, you would blacken the oval (6) on the response sheet.

Sample Response:                      NA  
  (0) (1) (2) (3) (4) (5) (6) (7)

5. When you have completed the survey, please turn in the survey materials as instructed in the introduction.

## BACKGROUND INFORMATION

This section of the survey concerns your background. The information requested is to insure that the groups you belong to are accurately represented and not to identify you as an individual. Please use the separate response sheet and darken the oval which corresponds to your response to each question.

1. Total years in the Air Force:

1. Less than 1 year.
2. More than 1 year, less than 2 years
3. More than 2 years, less than 3 years.
4. More than 3 years, less than 4 years.
5. More than 4 years, less than 8 years.
6. More than 8 years, less than 12 years.
7. More than 12 years.

2. Total months in present career field.

1. Less than 1 month.
2. More than 1 month, less than 6 months.
3. More than 6 months, less than 12 months.
4. More than 12 months, less than 18 months.
5. More than 18 months, less than 24 months.
6. More than 24 months, less than 36 months.
7. More than 36 months.

3. Total months at this station:

1. Less than 1 month.
2. More than 1 month, less than 6 months.
3. More than 6 months, less than 12 months.
4. More than 12 months, less than 18 months.
5. More than 18 months, less than 24 months.
6. More than 24 months, less than 36 months.
7. More than 36 months.

4. Total months in present position:

1. Less than 1 month.
2. More than 1 months, less than 6 months.
3. More than 6 months, less than 12 months.
4. More than 12 months, less than 18 months.
5. More than 18 months, less than 24 months.
6. More than 24 months, less than 36 months.
7. More than 36 months.

5. Your Ethnic Group is:

1. American Indian or Alaskan Native
2. Asian or Pacific Islander
3. Black, not of Hispanic Origin
4. Hispanic
5. White, not of Hispanic Origin
6. Other

6. Your highest education level attained is:

1. Non-high school graduate
2. High school graduate or GED
3. Less than two years college
4. Two years or more college
5. Bachelors Degree
6. Masters Degree
7. Doctoral Degree

7. Highest level of professional military education (residence or correspondence):

0. None or not applicable
1. NCO Orientation Course or USAF Supervisor Course (NCO Phase 1 or 2)/  
NCO Preparatory Course.
2. NCO Leadership School (NCO Phase 3)
3. NCO Academy (NCO Phase 4)
4. Senior NCO Academy (NCO Phase 5)
5. Squadron Officer School
6. Intermediate Service School (i.e., ACSC, or equivalent)
7. Senior Service School (i.e., AWC, ICAF, NWC)

8. How many people do you directly supervise?

- |         |              |
|---------|--------------|
| 1. None | 4. 3         |
| 2. 1    | 5. 4 to 5    |
| 3. 2    | 6. 6 to 8    |
|         | 7. 9 or more |

9. For how many people do you write performance reports?

- |         |              |
|---------|--------------|
| 1. None | 4. 3         |
| 2. 1    | 5. 4 to 5    |
| 3. 2    | 6. 6 to 8    |
|         | 7. 9 or more |

10. Does your supervisor actually write your performance reports?

- |        |       |             |
|--------|-------|-------------|
| 1. yes | 2. no | 3. not sure |
|--------|-------|-------------|

11. Which of the following "best" describes your marital status?

- 0. Not Married
- 1. Married: Spouse is a civilian employed outside home.
- 2. Married: Spouse is a civilian employed outside home-geographically separated.
- 3. Married: Spouse not employed outside home.
- 4. Married: Spouse not employed outside home-geographically separated.
- 5. Married: Spouse is a military member.
- 6. Married: Spouse is a military member-geographically separated.
- 7. Single Parent.

12. What is your usual work schedule?

- 1. Day shift, normally stable hours.
- 2. Swing shift (about 1600-2400)
- 3. Mid shift (about 2400-0800)
- 4. Rotating shift schedule
- 5. Day or shift work with irregular/unstable hours.
- 6. Frequent TDY/travel or frequently on-call to report to work.
- 7. Crew schedule.

13. How often does your supervisor hold group meetings?

- |                 |                 |
|-----------------|-----------------|
| 1. Never        | 4. Weekly       |
| 2. Occasionally | 5. Daily        |
| 3. Monthly      | 6. Continuously |

14. How often are group meetings used to solve problems and establish goals?

- |                 |                        |
|-----------------|------------------------|
| 1. Never        | 3. About half the time |
| 2. Occasionally | 4. All of the time     |

15. What is your aeronautical rating and current status?

- |                             |                                  |
|-----------------------------|----------------------------------|
| 1. Nonrated, not on aircrew | 3. Rated, in crew/operations job |
| 2. Nonrated, now on aircrew | 4. Rated, in support job         |

16. Which of the following best describes your career or employment intentions?

- 1. Planning to retire in the next 12 months
- 2. Will continue in/with the Air Force as a career
- 3. Will most likely continue in/with the Air Force as a career
- 4. May continue in/with the Air Force
- 5. Will most likely not make the Air Force a career
- 6. Will separate/terminate from the Air Force as soon as possible



## JOB INVENTORY

Below are items which relate to your job. Read each statement carefully and then decide to what extent the statement is true of your job. Indicate the extent to which the statement is true for your job by choosing the phrase which best represents your job.

- |                             |                              |
|-----------------------------|------------------------------|
| 1 = Not at all              | 5 = To a fairly large extent |
| 2 = To a very little extent | 6 = To a great extent        |
| 3 = To a little extent      | 7 = To a very great extent   |
| 4 = To a moderate extent    |                              |

Select the corresponding number for each question and enter it on the separate response sheet.

17. To what extent does your job require you to do many different things, using a variety of your talents and skills?
18. To what extent does your job involve doing a whole task or unit of work?
19. To what extent is your job significant, in that it affects others in some important way?
20. To what extent does your job provide a great deal of freedom and independence in scheduling your work?
21. To what extent does your job provide a great deal of freedom and independence in selecting your own procedures to accomplish it?
22. To what extent are you able to determine how well you are doing your job without feedback from anyone else?
23. To what extent do additional duties interfere with the performance of your primary job?
24. To what extent do you have adequate tools and equipment to accomplish your job?
25. To what extent is the amount of work space provided adequate?
26. To what extent does your job provide the chance to know for yourself when you do a good job, and to be responsible for your own work?
27. To what extent does doing your job well affect a lot of people?
28. To what extent does your job provide you with the chance to finish completely the piece of work you have begun?

1 = Not at all  
2 = To a very little extent  
3 = To a little extent  
4 = To a moderate extent

5 = To a fairly large extent  
6 = To a great extent  
7 = To a very great extent

29. To what extent does your job require you to use a number of complex skills?
30. To what extent does your job give you freedom to do your work as you see fit?
31. To what extent are you allowed to make the major decisions required to perform your job well?
32. To what extent are you proud of your job?
33. To what extent do you feel accountable to your supervisor in accomplishing your job?
34. To what extent do you know exactly what is expected of you in performing your job?
35. To what extent are your job performance goals difficult to accomplish?
36. To what extent are your job performance goals clear?
37. To what extent are your job performance goals specific?
38. To what extent are your job performance goals realistic?
39. To what extent do you perform the same tasks repeatedly within a short period of time?
40. To what extent are you faced with the same type of problem on a weekly basis?
41. To what extent are you aware of promotion/advancement opportunities that affect you?
42. To what extent do co-workers in your work group maintain high standards of performance?
43. To what extent do you have the opportunity to progress up your career ladder?
44. To what extent are you being prepared to accept increased responsibility?
45. To what extent do people who perform well receive recognition?
46. To what extent does your work give you a feeling of pride?

AD-A166 692

COMPARATIVE ANALYSIS OF COMBAT ATTITUDES OF AIR FORCE  
ADMINISTRATIVE PERSONNEL(U) AIR COMMAND AND STAFF COLL  
MAXWELL AFB AL 5 5 LERUN APR 86 ACSC-86-1535

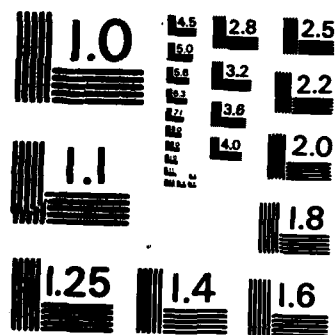
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UNCLASSIFIED

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NL





MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

1 = Not at all  
2 = To a very little extent  
3 = To a little extent  
4 = To a moderate extent

5 = To a fairly large extent  
6 = To a great extent  
7 = To a very great extent

47. To what extent do you have the opportunity to learn skills which will improve your promotion potential?
48. To what extent do you have the necessary supplies to accomplish your job?
49. To what extent do details (tasks not covered by primary or additional duty descriptions) interfere with the performance of your primary job?
50. To what extent does a bottleneck in your organization seriously affect the flow of work either to or from your group?

### JOB DESIRES

The statements below deal with job related characteristics. Read each statement and choose the response which best represents how much you would like to have each characteristic in your job.

In my job, I would like to have the characteristics described:

1 = Not at all  
2 = A slight amount  
3 = A moderate amount  
4 = A fairly large amount

5 = A large amount  
6 = A very large amount  
7 = An extremely large amount

51. Opportunities to have independence in my work.
52. A job that is meaningful.
53. An opportunity for personal growth in my job.
54. Opportunities in my work to use my skills.
55. Opportunities to perform a variety of tasks.
56. A job in which tasks are repetitive.
57. A job in which tasks are relatively easy to accomplish.

## SUPERVISION

The statements below describe characteristics of managers or supervisors. Indicate your agreement by choosing the phrase which best represents your attitude concerning your supervisor.

- 1 = Strongly disagree
- 2 = Moderately disagree
- 3 = Slightly disagree
- 4 = Neither agree nor disagree

- 5 = Slightly agree
- 6 = Moderately agree
- 7 = Strongly agree

Select the corresponding number for each statement and enter it on the separate response sheet.

- 58. My supervisor is a good planner.
- 59. My supervisor sets high performance standards.
- 60. My supervisor encourages teamwork.
- 61. My supervisor represents the group at all times.
- 62. My supervisor establishes good work procedures.
- 63. My supervisor has made his responsibilities clear to the group.
- 64. My supervisor fully explains procedures to each group member.
- 65. My supervisor performs well under pressure.
- 66. My supervisor takes time to help me when needed.
- 67. My supervisor asks members for their ideas on task improvements.
- 68. My supervisor explains how my job contributes to the overall mission.
- 69. My supervisor helps me set specific goals.
- 70. My supervisor lets me know when I am doing a good job.
- 71. My supervisor lets me know when I am doing a poor job.
- 72. My supervisor always helps me improve my performance.
- 73. My supervisor insures that I get job related training when needed.
- 74. My job performance has improved due to feedback received from my supervisor.

75. When I need technical advice, I usually go to my supervisor.
76. My supervisor frequently gives me feedback on how well I am doing my job.

#### WORK GROUP PRODUCTIVITY

The statements below deal with the output of your work group. The term "your work group" refers to you and your co-workers who work for the same supervisor. Indicate your agreement with the statement by selecting the phrase which best expresses your opinion.

- |                         |                                |
|-------------------------|--------------------------------|
| 1 = Strongly disagree   | 4 = Neither agree nor disagree |
| 2 = Moderately disagree | 5 = Slightly agree             |
| 3 = Slightly disagree   | 6 = Moderately agree           |
|                         | 7 = Strongly agree             |

Select the corresponding number for each statement and enter it on the separate response sheet.

77. The quantity of output of your work group is very high.
78. The quality of output of your work group is very high.
79. When high priority work arises, such as short suspenses, crash programs, and schedule changes, the people in my work group do an outstanding job in handling these situations.
80. Your work group always gets maximum output from available resources (e.g., personnel and material).
81. Your work group's performance in comparison to similar work groups is very high.

#### ORGANIZATION CLIMATE

Below are items which describe characteristics of your organization. The term "your organization" refers to your squadron or staff agency. Indicate your agreement by choosing the phrase which best represents your opinion concerning your organization.

- |                                |                      |
|--------------------------------|----------------------|
| 1 = Strongly disagree          | 5 = Slightly agree   |
| 2 = Moderately disagree        | 6 = Moderately agree |
| 3 = Slightly disagree          | 7 = Strongly agree   |
| 4 = Neither agree nor disagree |                      |

Select the corresponding number for each item and enter it on the separate response sheet.

1 = Strongly disagree  
2 = Moderately disagree  
3 = Slightly disagree  
4 = Neither agree or disagree

5 = Slightly agree  
6 = Moderately agree  
7 = Strongly agree

- 82. Ideas developed by my work group are readily accepted by management personnel above my supervisor.
- 83. My organization provides all the necessary information for me to do my job effectively.
- 84. My organization provides adequate information to my work group.
- 85. My work group is usually aware of important events and situations.
- 86. My complaints are aired satisfactorily.
- 87. My organization is very interested in the attitudes of the group members toward their jobs.
- 88. My organization has a very strong interest in the welfare of its people.
- 89. I am very proud to work for this organization.
- 90. I feel responsible to my organization in accomplishing its mission.
- 91. The information in my organization is widely shared so that those needing it have it available.
- 92. Personnel in my unit are recognized for outstanding performance.
- 93. I am usually given the opportunity to show or demonstrate my work to others.
- 94. There is a high spirit of teamwork among my co-workers.
- 95. There is outstanding cooperation between work groups of my organization.
- 96. My organization has clear-cut goals.
- 97. I feel motivated to contribute my best efforts to the mission of my organization.
- 98. My organization rewards individuals based on performance.
- 99. The goals of my organization are reasonable.
- 100. My organization provides accurate information to my work group.



## JOB RELATED ISSUES

The items below are used to determine how satisfied you are with specific job related issues. Indicate your degree of satisfaction or dissatisfaction with each issue by choosing the most appropriate phrase.

- |  |                          |
|--|--------------------------|
| 1 = Extremely dissatisfied             | 5 = Slightly satisfied   |
| 2 = Moderately dissatisfied            | 6 = Moderately satisfied |
| 3 = Slightly dissatisfied              | 7 = Extremely satisfied  |
| 4 = Neither satisfied nor dissatisfied |                          |

Select the corresponding number for each question and enter it on the separate response sheet.

101. Feeling of Helpfulness  
The chance to help people and improve their welfare through the performance of my job. The importance of my job performance to the welfare of others.
102. Co-Worker Relationship  
My amount of effort compared to the effort of my co-workers, the extent to which my co-workers share the load, and the spirit of teamwork which exists among my co-workers.
103. Family Attitude Toward Job  
The recognition and the pride my family has in the work I do.
104. On-the-Job Training (OJT)  
The OJT instructional methods and instructors' competence.
105. Technical Training (Other than OJT)  
The technical training I have received to perform my current job.
106. Work Schedule  
My work schedule; flexibility and regularity of my work schedule; the number of hours I work per week.
107. Job Security
108. Acquired Valuable Skills  
The chance to acquire valuable skills in my job which prepare me for future opportunities.
109. My Job as a Whole

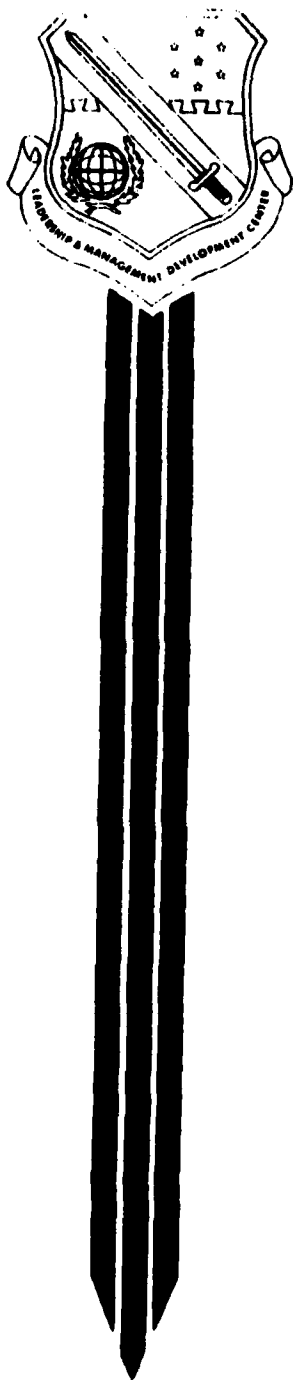
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# APPENDIX

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## Appendix D

### Combat Attitude Survey (CAS)



# ***COMBAT ATTITUDE SURVEY***

***LEADERSHIP AND MANAGEMENT DEVELOPMENT CENTER  
AIR UNIVERSITY  
Maxwell Air Force Base, Alabama 36112***

Read each statement below and indicate your agreement with the statement by selecting the phrase which best expresses your opinion.

0 = Not applicable  
1 = Strongly disagree  
2 = Moderately disagree  
3 = Slightly disagree

4 = Neither agree nor disagree  
5 = Slightly agree  
6 = Moderately agree  
7 = Strongly agree

Select the corresponding number for each statement and enter it on the separate response sheet.

1. I am confident in the technical proficiency of my work group.
2. I am satisfied with the technical training (other than OJT) I have received to perform my current job.
3. My morale is high.
4. My work group is well trained to accomplish its mission.
5. I am satisfied with the training I receive while on the job.
6. I am confident in the on-the-job training received by my work group.
7. The on-the-job training I have received is appropriate for the job I am expected to perform.
8. I feel that "combat exercises" enhance my individual skills.
9. I think I am in very good physical condition.
10. For computer purposes, answer this question with response zero (0).
11. The equipment I use in my job is capable of performing its job.
12. I am satisfied with the maintenance of the equipment I use in my job.
13. The support I receive to keep equipment operating under emergency situations is adequate.
14. The supply system adequately supports the mission of my work group.
15. For computer purposes, answer this question with response zero (0).
16. In my career field, I do not anticipate ever going into a war zone.
17. It is important to me personally to have a clear understanding of why my organization must be combat ready.
18. ~~For computer purposes,~~ answer this ~~question~~ with response zero (0).

0 = not applicable  
1 = Strongly disagree  
2 = Moderately disagree  
3 = Slightly disagree

4 = Neither agree nor disagree  
5 = Slightly agree  
6 = Moderately agree  
7 = Strongly agree

19. If I am sent into a combat situation, I think I'll do all right.
20. I think I'm prepared to be involved in warfare.
21. For computer purposes, answer this question with response zero (0).
22. I am usually in good spirits.
23. On the whole, I think that I am well adjusted to Air Force life.
24. The morale of my work group is high.
25. It bothers me a great deal when I am ordered to do things which I don't see a good reason for doing.
26. For computer purposes, answer this question with response zero (0).
27. I feel loyal to others within my work group.
28. My work group has confidence in its leaders.
29. I will not let my work group down.
30. I trust others within my work group.
31. I play sports or otherwise socialize with others within my organization.
32. I think my supervisor is a good leader.
33. The people in my work group work together as a team.
34. I consider my present job in the Air Force an important one in a war effort.
35. I realize my warfighting responsibilities when I joined the Air Force.
36. I am concerned about my family's welfare should I go into a war zone.
37. The morale of my organization is high.
38. On the whole, I think the Air Force is giving me a chance to show what I can do.

0 = Not applicable  
1 = Strongly disagree  
2 = Moderately disagree  
3 = Slightly disagree

4 = Neither agree nor disagree  
5 = Slightly agree  
6 = Moderately agree  
7 = Strongly agree

39. I can honestly say that I usually put all I have into my Air Force duties.

40. In general, I think the American public is trying to do everything they possibly can to back up the Armed Services.

41. Most people put their own welfare above the welfare of others.

42. I feel that the Air Force tries to control me in more ways than it needs.

43. I worry about being sent into a combat situation.

44. The Air Force places too much importance on military courtesy.

45. The Air Force places too much importance on spit and polish.

46. For computer purposes, answer this question with response zero (0).

47. It is important to me personally to be a good soldier.

48. I feel that the Air Force is trying its best to look out for the welfare of its people.

49. For computer purposes, answer this question with response number two (2).

In the following statements indicate to what extent the statement is true by choosing the phrase which best represents your opinion.

0 = Not applicable  
1 = Not at all  
2 = To a very little extent  
3 = To a little extent

4 = To a moderate extent  
5 = To a fairly large extent  
6 = To a great extent  
7 = To a very great extent

50. To what extent do you think training drills/exercises test your organization's combat readiness?

51. To what extent do you feel your organization is combat ready?

52. To what extent has your training given you the skills needed to perform your job?

0 = Not applicable  
1 = Not at all  
2 = To a very little extent  
3 = To a little extent

4 = To a moderate extent  
5 = To a fairly large extent  
6 = To a great extent  
7 = To a very great extent

53. To what extent is your work group technically qualified to accomplish their assigned mission?

54. To what extent do you think your training has prepared you for your potential combat mission?

55. To what extent is there conflict between your work group and another work group in your organization?

56. To what extent is there competition between your work group and one or more other work groups which adversely affects the performance of your work group?

57. When you seek medical care, to what extent do you feel you get a careful examination and get whatever treatment might be necessary?

58. To what extent has your chemical warfare training prepared you for that potential threat?

59. through 65. For computer purposes, answer each of these questions with response zero (0).

66. Which of the following best describes your individual role during warfare?

1 = Direct combat role  
2 = War skill  
3 = Security police augmentee  
4 = Involved in a support role  
5 = Not involved

67. Considering my skill and experience, the pay and benefits I receive in the Air Force, compared to the civilian job market, are:

1 = Extremely low	5 = Slightly high
2 = Moderately low	6 = Moderately high
3 = Slightly low	7 = Extremely high
4 = About right	

68. If it were up to you, what kind of unit would you rather be in?

1 = In a non-combat unit that will stay in the United States.  
2 = In a combat unit based in the United States.  
3 = In a non-combat unit overseas.  
4 = In a combat unit overseas.

69. Why did you join the military?

- 1 = To avoid the draft
- 2 = Family, peer, or social pressures
- 3 = To have a steady job while deciding about the future
- 4 = To learn a skill or trade
- 5 = The military pay and benefits
- 6 = To serve my country
- 7 = None of the above

70. Which of the following best describes your experience with technical school in the career field to which you are currently assigned?

- 1 = There is no technical school in my career field.
- 2 = There is a technical school; however, I did not attend.
- 3 = There is no technical school in my career field; however, I attended an alternative to technical school (Academic Course, Self-Study, etc.).
- 4 = There is no technical school in my career field; however, I have received adequate training on the job.
- 5 = My technical school training was poor.
- 6 = My technical school training was adequate.
- 7 = My technical school training was excellent.



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## APPENDIX

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### Appendix E

OAP and CAS Items for the  
Potential For Combat Readiness Model

OAP and CAS Items for the  
Potential for Combat Readiness Model  
("O" for OAP and "C" for CAS)

I. COHESION (component)

C24 Morale of my work group is high  
C27 I feel loyal to others within my work group  
C29 I will not let my work group down  
C30 I trust others within my work group  
C33 People in my work group work together as a team  
O94 High spirit of teamwork among co-workers  
O102 Satisfaction with co-worker relationships

II. MORALE (component)

A. Job Satisfaction (sub-component)

O101 Feeling of helplessness  
O103 Family attitude toward job  
O106 Work schedule  
O107 Job security  
O108 Acquired valuable skills  
O109 My job as a whole

B. Organizational Climate (sub-component)

O82 Work group ideas readily accepted by mgt  
O83 Org provides info to do job effectively  
O85 Unit aware of important events/situations  
O86 Complaints are aired satisfactory  
O88 Strong org interest in welfare of people  
O92 Outstanding performance recognized  
O98 Org rewards people based on performance

C. Pride (sub-component)

O32 Extent you are proud of your job  
O46 Extent your work gives you a feeling of pride

D. Job Training (sub-component)

C2 Satisfied with tech training to perform job  
C5 Satisfied with training I received on the job  
C6 Confidence in OJT received by work group  
C7 OJT appropriate for job I am expected to perform  
C52 Extent training has provided skills needed

## Appendix E (continued)

## III. COMBAT MOTIVATION (component)

## A. Military Commitment (sub-component)

C9 I am in good physical condition  
C17 Important to have clear understanding  
C22 I am usually in good spirits  
C23 I am well adjusted to AF life  
C35 I realize my warfighting responsibilities  
C39 I put all I have into my AF duties  
C47 Important to me to be a good soldier  
O90 I feel responsible to org and its mission  
O97 Motivated to give best effort to mission

## B. Combat Mental Set (sub-component)

C19 I'll do all right if sent into combat situation  
C20 I'm prepared to be involved in warfare

## C. Combat Training (sub-component)

C50 Drills/exercises test my org's combat readiness  
C51 My organization is combat ready  
C54 Training prepared me for potential combat mission  
C58 Chemical warfare preparation

## IV. LEADERSHIP (component)

## Supervisor:

C32 Is a good leader  
O58 Is a good planner  
O59 Sets high performance standards  
O60 Encourages teamwork  
O62 Establishes good work procedures  
O67 Asks members for ideas  
O68 Explains how job contributes to mission  
O72 Always helps me improve my performance  
O73 Insures I get job training when needed  
O64 Fully explains procedures to everyone

END

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